

**THE RELATIONSHIP BETWEEN JOB SATISFACTION AND EMPLOYEE
TURNOVER IN SELECTED SECONDARY SCHOOLS IN SHINYANGA
REGION**

DAMAS DOMINICK SUTA

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF HUMAN RESOURCE
MANAGEMENT OF THE OPEN UNIVERSITY OF TANZANIA,
2013.**

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for the acceptance by the open University of Tanzania a dissertation titled, ***The relationship between job satisfaction and Employee turnover in selected Secondary schools in Shinyanga Region*** in partial fulfillment of the requirement for the award of the degree of Master of Human Resource Management of Open University of Tanzania

.....

Dr. Montanus C. Milanzi

Supervisor

Date.....

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DECLARATION

I, Dames Dominick Suta, do hereby declare that this dissertation is my own original work and that it has not been presented in any other institution for the award of the said qualification on the similar award.

Signature.....

Date.....

ACKNOWLEDGEMENTS

I would like to convey my gratitude to all whose help and support I receive made me to complete this study:

The major supervisor Dr.Montanus C.Milanzi for his invaluable efforts and time in providing proper guidance, assistance and effortless support throughout the entire process. From him I learnt skills, patience and endurance in completing the Dissertation. My office mates and friends who have created an environment of support and encouragement. My sincere appreciation to the management of PCCB for granting me a permission to carry out this study. The dedication goes to the Director General,Dr. Edward Hosseh.

My special thanks to the respondents who have contributed significantly by participating in the study answering questionnaires. Lastly my family have been the greatest source of support I could have throughout my study, my daughter Joyce and my son Dismas, I am so appreciative for all the joy, confusion and general frustration that you all have put up over the years. My wife Violeth who gave me an immeasurable amount of love and encouragement throughout the entire process.

The list is long, that I cannot manage to mention all of them here, in short let me say in a single sentence that thank you to everyone who did participate in one way or the another to enable me accomplish this study. Only God knows what the future has in store for us.

ABSTRACT

Employee turnover as a term is rudely used in business circles. Although several studies have been conducted on this topic, most of the researchers focus on the causes of employee turnover but little has been done on the examining the sources of employee turnover, effects and advising various strategies which can be used by Managers in various organizations to ensure that there is employee continuity in their organizations to enhance organizational competitiveness. This study examines the relationship between Job satisfaction and employees turnover among secondary school teachers. The study hypothesized that there are significant relationship between job satisfaction and employees turnover at different demographic factors. The research examines the sources of employee turnover, effects and forward some strategies on how to minimize employee turnover in organizations. Two research instruments were used to obtain data: A questionnaire, and Interview. A total of 50 respondents were randomly selected as the sample of the study and data were analyzed by “statistical package for social science” (SPSS) and the test involved is FACET. The findings of the study show that majority of the respondents are 30 years old and above. Moreover, 72 percent of the respondents have been working as teachers for more than 3 years and above and 28 percent of the respondents have been working as among decision and policy making in education sector for more than 7 years and above. The result of job satisfaction and employee turnover generally support the hypothesis. These findings show that the related factors of job satisfaction should have given attention to retain employees in the organization. Some suggestions have been recommended for the organization and for the future research to be more complete and comprehensive.

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ACRONOMYS

CP	Chair Person of District Council
DC	District Council
DED	District Executive Director
DEO	District Education Office
DHRO	District Human Resource Office
GS	Government Schools
MC	Municipal Council
MED	Municipal Executive Director
MEO	Municipal Education Office
MHRO	Municipal Human Resource Office
MM	Municipal Mayor
PCCB	Prevention and Combating of Corruption Bureau
PS	Private Schools
REO	Regional Education Office
SPSS	Statistical Package in Social Sciences

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents background of the study, statement of the problem, general and specific research objectives, research hypotheses, rationale of the study, scope and delimitations of the study. It presents also conceptual framework and definition of key terms used in this study.

1.1 Background of the Study

In order for an organization to be successful, it must continuously ensure the satisfactorily of their employees (Berry, 1997). Organization with more satisfied employees tends to be more effective and productive worker (Robbins & Judge, 2007)

Man power in an organization is the most important asset or resource to enable organization to do their business while without it the organization will not be able to implement the developed business plan and retaining them has become a challenge to organizational management because of varied employee needs. It is difficult for management to decide what makes employees happy – to understand and to provide the employee needs. Employee turnover demands serious management attention because of it high performance levels, it puts pressure on the organization scarce resources which turn to be costly, people tend to change jobs within a year rather than choose to grow in one. According to Connolly and Connolly (1991), turnover is costly for the organization. It involves the separation of cost such as the cost used in recruiting and selecting new employee, and the cost involved during the training period. Turnover is the voluntarily and involuntarily permanent withdrawal from the organization (Robbins

and Judge, 2007). Voluntarily turnover incurs significant cost, both in terms of direct cost (replacement, recruitment and selection, temporary staff, management time, or in terms of indirect costs like morale, pressure on remaining staff, cost of learning, product/service, organizational memory (Dess and Shaw, 2001). Therefore, the organization should reduce the turnover in the organization in order to remain competitive in the market.

However, job satisfaction can be used to predict turnover. Hom and Kiniki (2001) also agreed on the motion that job satisfaction can be used to understand turnover process. According to Milkovich and Boudreau (1997), a study of Singapore accounts found that job satisfaction is the main predictor of turnover intention. Similarly, Newstorm and Davis (1984) argue that high turnover at any organizational levels constitutes a waste of human resources. Also, some scholars such as Abelson and Baysinger (1984); and Dalton and Todor (1982) in Newstorm and Davis (1984) agreed with this view and said that turnover is not a good phenomenon for organization because valuable human resources are lost.

Furthermore, in today's changing world of work, reasonable levels of employee-initiated turnover facilitated organizational flexibility and employee independence, and they can lessen the need for management layoff. Thus, Berry (1997) noted that the organization must go straight to the employees when they think about job satisfaction. This is because they are involved in every single task in the organization and therefore, they could give the necessary feedback to the employers regarding their satisfaction to the job they have been performed.

Moreover, Seta, Paulus and Baron (2000) pointed out that by knowing the factors contributing to the employees' satisfaction, the organization can plan properly and take an appropriate step to increase positive behaviour among employees. However, no one would seriously challenge the idea that mismanaging organizational change can result in people choosing to leave (Jackofsky *et al*, 1986). This investigation is important as an early preparation for the organization to deal with this change because of work opportunities are low and turnover intention of employees will also increase. As compared to when the economy is blooming where job opportunities are great and immensely sought by job hunters. Muchinsky and Morrow (1980); Muchinsky (1993) in their study believe that under good economic conditions with plentiful of jobs, dissatisfaction could cause the turnover if other opportunities are available in the market. On the other hand, conditions of high unemployment will decrease the feelings of dissatisfaction among employees. The opinion is also supported by Rosse (1991) in Jones, Steffy and Bray (1991) that the organization should not feel overly satisfied with the good attitudes shown by their employees during the hard economic times. Similarly, Carrell, Kuzmits and Elbert (1992) also found that the turnover closely follows economic swings.

In a country like Tanzania there are little efforts done in researches that show how employees of different candles are satisfied with their respective occupations in their organizations. It is also true that most researches done in Tanzania about employees turnover do not clearly show if there is a standard reasons why people leave organization. They have not developed a comprehensive set of casual variables such as demographic variables, controllable and uncontrollable variables. Moreover many

studies do not show the general turnover rates in the workforce. Furthermore, there is no comprehensive study which shows the gaps which are results of employees' turnover, hence a double suffering of organizations. One the low job satisfaction of employees obviously leads to low morale towards their work hence lack of effectiveness and efficiency. And the second is employees' turnover especially in education sector where Human resources are prepared. Teachers have a strong need for growth and personal development compared to other professionals in other occupations. They possess a high need for learning and have a strong aspiration to be challenged. There are many studies on the relationship between job Satisfaction and employee turnover, yet some research have different outcome on the study. Knowledge in this area is lacking. Hence, further exploration is expedient important to conduct into which employee turnover factors influence the withdrawal behavior and how they influence the behaviors.

As a result of changes in economic, social and technological conditions, Teachers managers are increasingly facing problems in retaining teachers. This coupled with considerable tensions and strains in teacher-management styles to maintain motivation and productivity. It is particularly wise for organization to encourage teachers to be both organizationally and professionally committed, and that the organization should have a process for encouraging and planning the teachers' professional development, while removing all obstacles for their sound integration within the organization.

Evidenced from observations made by Shultz and Schultz (1994), who concluded that it can be assumed that high job satisfaction is related to employee's positive attitudes such as high job performance and low turnover. Some employers give less attention to the

older or to be-retired employee's job satisfaction (Cranny, Smith & Stone, 1992). However, little efforts done in researches that show how employees of different cadres are satisfied with their respective occupations in their organizations in Tanzania as there is no comprehensive set of casual variables such as demographic, controllable and uncontrollable variables.. It is also true that most researches done in Tanzania about employees turnover do not clearly show if there is a standard reasons why people leave organization. Therefore, this study intends to examine the relationship between job satisfaction and employee turnover, a case of selected secondary schools in Shinyanga region.

1.2 The Statement of the Problem

Employee turnover demands management attention because of it, high performance levels, it puts pressure on the organization scarce resources which turn to be costly, people tend to change jobs within a year rather than choose to grow in one. Thus, it is important to retain the workers in the organization especially competent senior staff or skill workers. Many studies done on the employee turnover show that the major cause of it is the job dissatisfaction. Milkovich and Boudreau (1997), a study of Singapore accounts found that job satisfaction is the main predictor of turnover intention. Similarly, Newstorm and Davis (1984) argue that high turnover at any organizational levels constitutes a waste of human resources. Also, some scholars such as Abelson and Baysinger (1984); and Dalton and Todor (1982) in Newstorm and Davis (1984) agreed with this view and said that turnover is not a good phenomenon for organization because valuable human resources are lost.

The gap is that many studies done by different scholars show that there is a strong relationship between job satisfaction and employee turnover, but the studies do not explicitly show the factors that trigger job dissatisfaction of the employees. Past researches have stated that job satisfaction is related to individual reactions of work environment (Abdel-Halim, 1984; Choo, 1986; Rasch & Harrell, 1990). It has been found that there is a relationship between job satisfaction and turnover intention. Similarly, Schoeder, Harrel and Stahl (1984) pointed out that previous literature review in job satisfaction and turnover shows that an individual who experiences relatively low job satisfaction has an intention to change their job. However, employers in Tanzania do not know when their employees are satisfied or not, and what make employees to be at most satisfied with their career and organization policy and practices, or why employees are not satisfied at all. Consequently, employers do not know when their employees will quit. All these happen because there are no efforts to discuss job satisfaction at the work place and to measure the level of satisfaction of each employee in the organization. Knowing the factors contributing to the employees' satisfaction, the organization can plan properly and take an appropriate step to increase positive behavior among employees.

However, no one would seriously challenge the idea that mismanaging organizational change can result in people choosing to leave. Currently, in the new millennium, both organizations and the labor market change at an alarming pace. As far as the external environment is concerned, most people will not leave their current position without possibility of finding other employment in due course. They are more inclined to leave their present work if they perceive that there is ample opportunity for acceptable alternative employment.

Therefore, the purpose of this study is to identify factors that trigger job dissatisfaction of teachers and to examine the effects of job satisfaction on secondary school teachers employees turnover in selected secondary schools in Shinyanga Region.

1.3 Research Objectives

1.3.1 General Objectives

The general objective of this study was to investigate the relationship between job satisfaction and employees turnover among secondary school teachers in selected secondary schools in Shinyanga region.

1.3.2 Specific Objectives

1. To identify factors that trigger job dissatisfaction of teachers in secondary schools in Shinyanga Region.
2. To examine the effects of job satisfaction on secondary school teachers employees turnover in secondary schools in Shinyanga Region.
3. To identify the relationship between job satisfaction and teachers turnover in secondary schools in Shinyanga Region.

1.4 Research Questions

1. What factors trigger job dissatisfaction turnover of teachers in selected secondary schools in Shinyanga Region
2. What are the effects of job satisfaction on teachers turn over in selected secondary schools in Shinyanga Region.
3. What is the relationship between job satisfaction and teachers turn over in selected secondary schools in Shinyanga Region?

1.5 Justification/Rationale for the Research

The study adds value and knowledge to the individual as well as to the society in the following significance:- Firstly, the study establishes if job satisfaction reduce employees turnover in working place. Secondly, the study helps to show the cost related to employees turnover to the institution/organization. Thirdly, the study will be used as empirical literature review with scholars interested in this field under study. Lastly, the study serves as a pre-requisite for graduate student at Open university of Tanzania.

1.6 Scope of the Study

This study dealt with the relationship between job satisfaction and employees turnover. The main focus of this study was to interview employed teachers in selected secondary schools in Shinyanga Region as a case study. Employees turnover is a broad term, but the scope of this study is only to secondary school teachers as manpower under the study. The study did furthermore limit itself to secondary school teachers in shinyanga region as a case study. Moreover, the study covered only four secondary schools in the region with the consideration of schools attributes like boarding and day schools, public schools and private schools, co-education and single sex schools.

1.7 Conceptual Framework for the Study

This study included two variables, independent and dependent variables. In which employee job satisfaction was an independent variable while employee turnover was the dependent variable. Job satisfaction is measured by the nature of the work itself, job pay, promotion, relationship with co-workers, operating procedure, and working environment. That, all or any one of these may influence employee turnover. On the another part, employee turnover occur when one or all of the following events happen:

Dismissal, retirement, resignation, secondment, job replacement, and death. These events are divided into compulsory and non compulsory employee turnover. The study wanted to study the relationship between job satisfaction and Non compulsory employee turnover. Figure 1.1 shows the conceptual frame work for the study

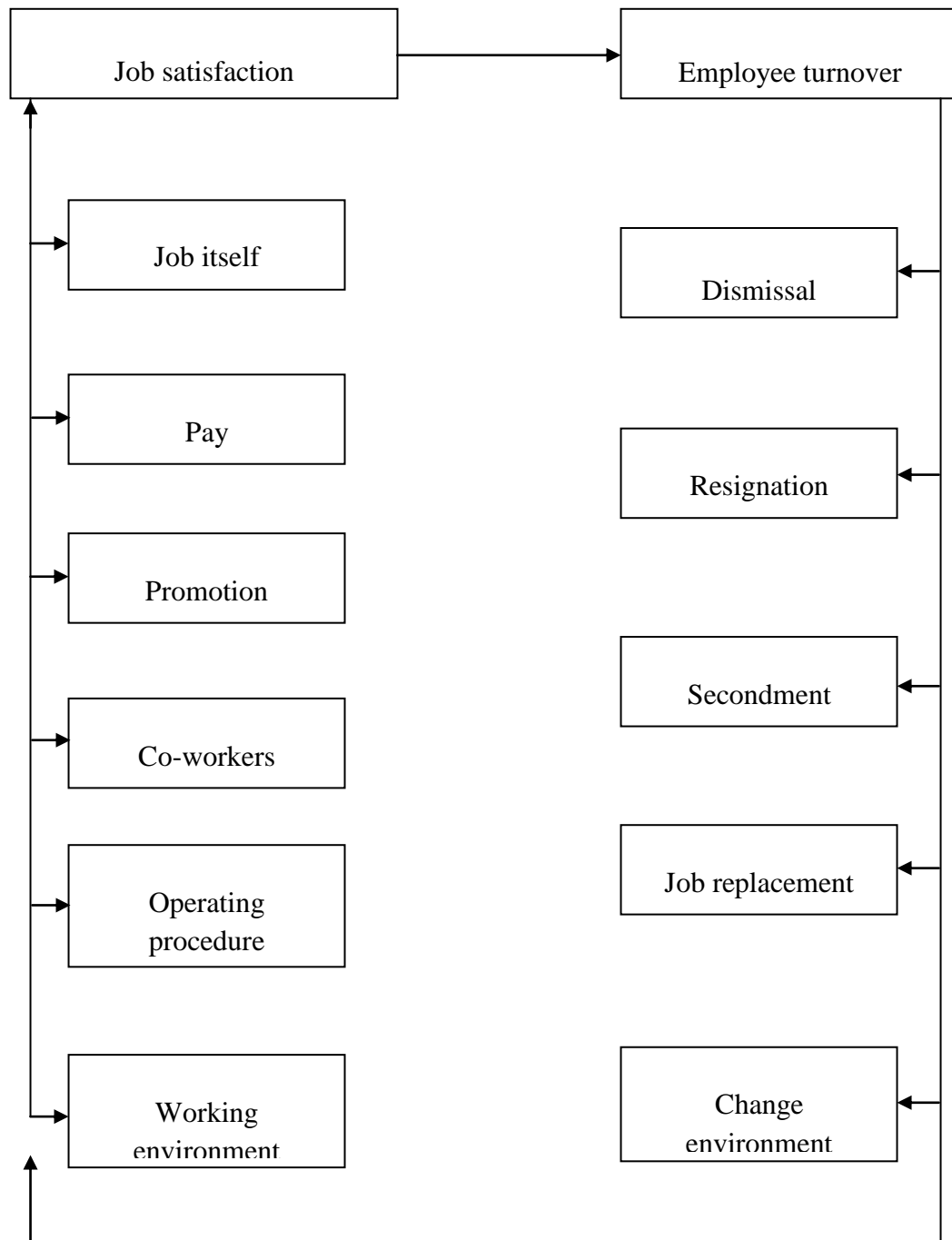


Figure1.1: Conceptual Framework for the Study

Source: Researcher: 2012

1.8 Dimensions for Job Satisfaction

Dimensions of Job satisfaction used in this study was FACET measures. These FACET dimensions were as listed here; job itself, pay, promotion, colleagues, operating procedure, and working conditions as shown in table 1.1

Table 1.1 Dimensions of Job Satisfaction According to FACET Measure

Facets of Job Satisfaction	Dimensions Tenets
Job itself	Ability utilization, Achievement, Activity, Creativity, Independence.
Pay	Compensation
Promotion	Advancement, Authority.
Colleagues	Relationship with co-workers, Moral values, Social services, Social Status.
Operating procedure	System policies and practices, Recognition, Responsibility, Supervision-human relations, Supervision-technical.
Working condition	Security, Variety, Physical aspects of the work environment.

Source: Designed & Compiled by the Researcher: 2011

1.9 Definition of Key Terms

1.9.1 Job Satisfaction

This refers to the attitudes and feelings people have about their work and this comprises positive and favourable attitudes the other aspect is negative and unfavorable attitude that indicate job satisfaction and dissatisfaction, respectively. Positive and favorable attitudes towards the job indicate job satisfaction.

Negative and unfavorable attitudes towards the job indicate job dissatisfaction. Job satisfaction is more than a simple pleasure versus displeasure response. Warr (1998) sees it as a more complex process that enhances the sophistication and quality of research. Job satisfaction refers to how well a job provides fulfillment of a need or want, or how well it serves as a source or means of enjoyment.

Hoppock (1935), Smith et al (1969) define job satisfaction as the feeling an individual has about his or her job. Also Lock (1969) suggests that job satisfaction is a positive or pleasurable reaction resulting from the appraisal of one's job, job achievement, or job experiences. Furthermore, Vroom (1982) defines job satisfaction as workers' emotional orientation towards their current job roles. In a nutshell many definitions of job satisfaction stand to define it as a work-related positive affection reaction. Among these definitions, this study used the definition which defines job satisfaction as an attitudes and feelings people have about their work and this comprises positive and favorable attitudes.

1.9.2 Employee Turnover

Refers to a number of people leaving the organization (Labor turnover or wastage). According to Valentine (2001), much turnover studies focused on identifying individual characteristics that cause job separation, which include tenure, education, job satisfaction and organizational commitment. Also Meyer (1993) defines career commitment as the degree of commitment to one's profession or occupation while Ellemmer *et al.* (1998) define it as individuals' motivation to work towards personal advancement in their profession.

1.10 Organization of the Report

Chapters one and two present introduction to the study and literature review of related studies, respectively, chapter three describes research methodology which comprises the research design, target population under the study, sample size and sampling procedures, data collection methods and data Analysis. Chapter four presents the analysis of the findings. Chapter five provides the discussion. Finally, chapter six

comprise the conclusion and recommendations of the study. At the end of the report there are references and appendices.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents theoretical body of knowledge related to the variables of the present study, namely, job satisfaction and employee turnover. The main purpose of the present study is to determine whether there is a significant relationship between job satisfaction and employees turnover. Literature suggests that employees turnover is a major problem in many organizations, hence, the importance of focusing on this behavior within the organization.

2.1 Conceptual Definitions

2.1.1 Job Satisfaction

Spector (1997, p. 2) defines job satisfaction simply as “the degree to which people like their jobs and the different aspects of their jobs.” Job satisfaction is also defined as a response towards various facets of one’s job, which is a person, can be relatively satisfied with one aspect of his or her job and dissatisfied with other aspects (French, 1998; George & Jones, 2002; Kreitner & Kinicki, 2001). Robbins (1998) defines job satisfaction as a general attitude towards one’s job; the difference between the amount workers receive and the amount they believe they should receive.

2.1.2 Employees Turnover

In terms of the discussion, the term Employee turnover refers to a number of people leaving the organization. Employees turnover will be used as synonymous with labour

turnover. Employees' turnover is a much studied phenomenon. Shaw *et al.* (1998). But there is no standard reason why people leave organization. Employee turnover is the rotation of workers around the labor market; between firms, jobs and occupations; and between the states of employment and unemployment Abassi *et al.* (2000). The term "turnover" is defined by Price (1977) as the ratio of the number of organizational members who have left during the period being considered divided by the average number of people in that organization during the period. Frequently, managers refer to turnover as the entire process associated with filling a vacancy since each time a position is vacated, either voluntarily or involuntarily, and new employee must be hired and trained and this replacement cycle is known as turnover (Woods, 1995). This term is also often utilized in efforts to measure relationships of employees in an organization as they leave, regardless of reason. Hence, employees turnover is caused by both voluntary and involuntary factors (controlled and uncontrolled employees turnout). Turnover is defined as the "individual movement across the membership boundary of an organization" (Price, 2001: p. 600). The concept "individual" refers to the employees within an organization and the notion of movement can be interpreted either as an accession or a separation of the company.

2.2 Theoretical Literature Review

2.2.1 Job Satisfaction

Research indicates that employee satisfaction is important to an organization's success. Atchison (1999) states that many organizations are spending much time on employee satisfaction initiatives in an effort to reduce turnover, improve productivity and to help organizations succeed. Hoole and Vermeulen (2003) maintain that the popularity of this

field of study is also due to its relevance to the physical and mental well-being of employees. Furthermore, Robbins (2005, p. 2) postulates that managers have a humanistic responsibility to provide employees with jobs that are challenging, rewarding and satisfying.

Alavi and Askaripur (2003, p. 591), report that there are at least three reasons why managers must focus on the job satisfaction of its employees: Firstly, evidence suggests that unsatisfied individuals leave organizations. Secondly, satisfied employees are in better health and have longer life expectancy. Connolly and Myers (2003) further maintain that a lack of job satisfaction has been associated with symptoms like anxiety, depression and poor physical and psychological health, which have concomitant consequences for absenteeism and commitment. Finally job satisfaction in the workplace also affects individuals' private lives which in turn have an effect on turnover and other important work-related attitudes and behavior.

2.2.1.1 Theories of Job-Satisfaction

Luthans (1995:13) notes that "there is nothing as practical as a good theory.' Theory is a systematic grouping of interdependent concepts and principles resulting into a framework that ties together a significant area of knowledge (Wehrich & Koontz, 1999:13). More precisely, a theory identifies important variables and links them to form 'tentative propositions' (or hypotheses) that can be tested through research (Newstrom, 2007:6). Although, most of the debates about theories of job-satisfaction start with Maslow's theory of 'Hierarchy of Needs' (1943) however, the story begins with the idea of 'scientific movement' or Taylorism' by (Taylor 1911), which treats the human being as 'Economic-man' where 'Money' is the biggest motivator for job-satisfaction.

However, this view was criticized by Elton Mayo & Associates (1924-33) during ‘Hawthorne Studies’ about the nature of human being. They found that multiple factors contribute to the motivation and satisfaction of workers including, personal morale, positive interrelationships, management founded on the understanding of individual and group behaviour through interpersonal skills like “motivating, counseling, leading and communicating.

Affect Theory

Edwin A. Locke’s Range of Affect Theory (1976) is arguably the most famous job satisfaction model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Further, the theory states that how much one values a given facet of work for example the degree of autonomy in a position moderates how satisfied/dissatisfied one becomes when expectations are/aren’t met. When a person values a particular facet of a job, his satisfaction is more greatly impacted both positively (when expectations are met) and negatively (when expectations are not met), compared to one who doesn’t value that facet. To illustrate, if Employee A values autonomy in the workplace and Employee B is indifferent about autonomy, then Employee A would be more satisfied in a position that offers a high degree of autonomy and less satisfied in a position with little or no autonomy compared to Employee B. This theory also states that too much of a particular facet will produce stronger feelings of dissatisfaction the more a worker values that facet.

Dispositional Theory

Another well-known job satisfaction theory is the Dispositional Theory. It is a very general theory that suggests that people have innate dispositions that cause them to have

tendencies toward a certain level of satisfaction, regardless of one's job. This approach became a notable explanation of job satisfaction in light of evidence that job satisfaction tends to be stable over time and across careers and jobs. Research also indicates that identical twins have similar levels of job satisfaction.

A significant model that narrowed the scope of the Dispositional Theory was the Core Self-evaluations Model, proposed by Timothy A. Judge, Edwin A. Locke, and Cathy C. Durham (1997). Judge *et al.* (2001) argued that there are four Core Self-evaluations that determine one's disposition towards job satisfaction: self-esteem, general self-efficacy, locus of control, and neuroticism. This model states that higher levels of self-esteem (the value one places on his/her self) and general self-efficacy (the belief in one's own competence) lead to higher work satisfaction. Having an internal locus of control (believing one has control over her\ his own life, as opposed to outside forces having control) leads to higher job satisfaction. Finally, lower levels of neuroticism lead to higher job satisfaction.

Opponent Process Theory

According to opponent process theory, emotional events, such as criticisms or rewards, elicits two sets of processes. Primary processes give way to emotions that are steady with the event in question. Events that seem negative in manner will give rise to the feelings of stress or anxiety. Events that are positive give rise to the feeling of content or relaxation. The other process is the opponent process, which induces feelings that contradict the feelings in the primary processes. Events that are negative give rise to feelings of relaxation while events that are positive give rise to feelings of anxiety. A variety of explanations have been suggested to explain the uniformity of mood or

satisfaction. This theory shows that if you try to enhance the mood of individual it will more likely fail in doing so. The opponent process theory was formulated to explain these patterns of observations.

Equity Theory

Equity Theory shows how a person views fairness in regard to social relationships. During a social exchange, a person identifies the amount of input gained from a relationship compared to the output, as well as how much effort another person puts forth. Equity Theory suggests that if an individual thinks there is an inequality between two social groups or individuals, the person is likely to be distressed because the ratio between the input and the output are not equal.

For example, consider two employees who work the same job and receive the same benefits. If one individual gets a pay raise for doing the same or less work than the other, then the less benefited individual will become distressed in his workplace. If, on the other hand, one individual gets a pay raise and new responsibilities, then the feeling of inequality is reduced.

Discrepancy Theory

The concept of self-discrepancy theory explains the ultimate source of anxiety and dejection. An individual, who has not fulfilled his responsibility feels the sense of anxiety and regret for not performing well, they will also feel dejection due to not being able to achieve their hopes and aspirations. According to this theory, all individuals will learn what their obligations and responsibilities for a particular function, over a time period, and if they fail to fulfill those obligations then they are punished. Over time, these duties and obligations consolidate to form an abstracted set of principles,

designated as a self-guide. Agitation and anxiety are the main responses when an individual fails to achieve the obligation or responsibility. This theory also explains that if achievement of the obligations is obtained then the reward can be praise, approval, or love. These achievements and aspirations also form an abstracted set of principles, referred to as the ideal self guide. When the individual fails to obtain these rewards, they begin to have feelings of dejection, disappointment, or even depression.

Two-Factor Theory (Motivator Hygiene Theory)

Frederick Herzberg's Two-factor theory (also known as Motivator Hygiene Theory) attempts to explain satisfaction and motivation in the workplace. This theory states that satisfaction and dissatisfaction are driven by different factors – motivation and hygiene factors, respectively. An employee's motivation to work is continually related to job satisfaction of a subordinate. Motivation can be seen as an inner force that drives individuals to attain personal and organizational goals (Hoskinson, Porter, & Wrench, p. 133). Motivating factors are those aspects of the job that make people want to perform, and provide people with satisfaction, for example achievement in work, recognition, promotion opportunities. These motivating factors are considered to be intrinsic to the job, or the work carried out. Hygiene factors include aspects of the working environment such as pay, company policies, supervisory practices, and other working conditions.

While Hertzberg's model has stimulated much research, researchers have been unable to reliably empirically prove the model, with Hickman & Oldham (2006) suggesting that Hertzberg's original formulation of the model may have been a methodological artifact. Furthermore, the theory does not consider individual differences, conversely predicting

all employees will react in an identical manner to changes in motivating/hygiene factors. Finally, the model has been criticized in that it does not specify how motivating/hygiene factors are to be measured.

Job Characteristics Model

Hackman & Oldham (2005) proposed the Job Characteristics Model, which is widely used as a framework to study how particular job characteristics impact on job outcomes, including job satisfaction. The model states that there are five core job characteristics (skill variety, task identity, task significance, autonomy, and feedback) which impact three critical psychological states (experienced meaningfulness, experienced responsibility for outcomes, and knowledge of the actual results), in turn influencing work outcomes (job satisfaction, absenteeism, work motivation, etc.).

2.2.2 Employees Turnover

It is highly unlikely for organizations to completely eradicate employees turnover. Ericson (2001) maintains that organizations should look at ways in which they can accommodate the needs of their diverse workforce in order to attract and retain the best employees. The author states that “if people were only absent from their jobs when they needed to be- such as for family commitments or when they are truly ill - absenteeism would not be the major problem than it is today” (Ericson, 2001, p. 91). However, the issue of turnover is a multifaceted one and a phenomenon which requires a multi-pronged approach. It becomes evident that turnover remains a daunting task for many organizations and should be managed, starting with an understanding of the causes. Rhodes and Steers (1990) maintain that people tend to have different perspectives or

attach different meanings when viewing the topic of employee turnover. To the managers, employees turnover is often seen as a problem to be solved, but to the employee it can take on a very different meaning. For the employee, turnover can be symbolic of deeper feelings of hostility or perceptions of inequitable treatment in the job situation or a way to sabotage the organization for the poor work environment or other attributes of the job. Attempts to understand and deal with employees turnover will therefore, according to (Rhodes and Steers 1990), depend on the assumptions being used. When viewed from an organizational perspective, the resulting actions/recommendations will more likely focus on turnover control policies within the organization. On the other hand, viewing it from the employees' perspective may lead to a focus on improving the work environment and a culture of performance rather than turnover. A combination of both models can also be employed to solve this problem.

Unfolding model of voluntary turnover represents a divergence from traditional thinking (Hom and Griffeth, 1995) by focusing more on the decisional aspect of employee turnover, in other words, showing instances of voluntary turnover as decisions to quit. Indeed, the model is based on a theory of decision making, image theory (Beach, 1990). The image theory describes the process of how individuals process information during decision making. The underlying premise of the model is that people leave organizations after they have analyzed the reasons for quitting. Beach (1990) argues that individuals seldom have the cognitive resources to systematically evaluate all incoming information, so individuals instead of simply and quickly compare incoming information to more heuristic-type decision making alternatives.

2.2.2.1 Theories of Employees Turnover

Social Exchange Theory

Social exchange theory is based on the idea that social behavior is the result of an exchange process, whose purpose it is to maximize benefits and minimize costs. The beginnings of this theory can be traced to the studies of Thibaut and Kelley, Homans and Blau (Brinkmann and Stapf 2005: p. 24). The exchange can be understood in terms of material and non-material goods, such as the symbols of approval or prestige (Homans, 1961: p. 12). According to this theory, individuals consider potential reward and risks of social relationships. Further it implies that all human relationships are shaped by using a subjective reward-cost analysis and the comparison of alternatives. Someone who gives much will expect to get at least the same amount back from others and in return persons that receive a lot from others will be under pressure to give much back to them. People will terminate or abandon the relationship as soon as the costs outweigh the benefits (Farmer&Fedor, 1999: p. 352).

The viability of social exchange theory is based on the assumption that individuals recognize one's life situations and notice each one's needs. It also refers to the principal of reciprocity, whereby privileges granted by one are returned by the other. The interaction between humans will be noticed consciously and in some way reciprocated. The willingness to generate an advance performance will be responded with a payback, either soon or with a time delay

(Brinkmann & Stapf, 2005: p. 24).

Human Capital Theory

The core thesis of human capital theory is that human's learning functions are comparable with other natural resources which are involved in the production process

(Becker, 1993). The theory's roots are in the work of Adam Smith or William Petty. Yet it was Gary Becker who extensively developed the human capital theory in 1964. The concept of human capital claims that not all work is equal and that the employees' quality can be increased by investing in them (Becker, 1993). According to Becker (1993), education and training are the most important investment in human capital. Learning capacity is closely related to earning level, thus it can raise a person's income. The earnings of more educated people are mostly above average. The Turnover Intent education, experience and skills of a worker have an economic value for employers and for the economy as a whole. It emphasized that effective employees have to be constant learners in order to compete in an increasingly globally competitive enterprise environment. Hence occupational wage differentials refer to the amount of investment in human capital (Henneberger and Sousa- Poza, 2007: p. 53).

There are two major forms of human capital investment; schooling and on-the-job training. Becker defined a school as an "institution specializing in the production of training" (Becker, 1993: p. 51), such as university or high school. On-the-job training relates to the increasing productivity of employees by learning new skills and perfecting old ones while on the job (Becker, 1993: p. 31). It can be distinguished between general and specific training. Training can be seen as general, if the acquired skill can also be used in another company. For example, a doctor trained in one hospital finds his skills also beneficial at other hospitals (Becker, 1993: p.33); whereas specific training is defined as "training that has no effect on the productivity of trainees that would be useful in other firms" (Becker, 1993: p. 40). The development of capability requires both specialization and experience and can be gained partly from schools and partly from companies.

Employees that possess a high amount of company specific training will hardly find alternatives that meet their expectations, such as wages. Based on this theory, it can be assumed that company specific training has an inverse relationship to turnover intent. The higher the investments are on specific knowledge, the higher the considered transaction costs (Henneberger & Sousa-Poza, 2007: p. 53).

Search Theory

The search theory can be traced back to George Stigler's analysis how buyers (or sellers) acquire information as an investment. He argued that "a buyer (or a seller) who wishes to ascertain the most favorable price must canvass various sellers (or buyers)" (Stigler, 1961: p. 213). A special concern in this study is the worker's optimal strategy when choosing from various potential opportunities in the labour market. The individual imperfect knowledge of labor market variables requires the usage of a so called "reservation price" for the search of employment various alternatives (Morrell et al., 2001: p. 23). Reservation price is defined as "the lowest salary or Turnover intent. Wage at which a person will consider accepting a job and can be thought of as a short-hand heuristic which people use to decide whether to accept / reject a job offer in the face of little other information from the labor market" (Holt and David, 1966 in Morrell et al., 2001: p. 23).

It is seen as endogenously determined, suggesting that it depends on opportunities in the labour market (Morrell *et al.*, 2001: p. 23). For employees, search generates alternative positions or workplace outside the present organization, which can lead to actual turnover. Therefore job search was detected as an important precursor to quitting in several studies (e.g. Mobley *et al.*, 1979). Job search can also lead to the appreciation of one's present job after comparing it with the alternatives (Morrell *et al.*, 2001: p. 24).

Matching Theory

Matching Theory describes a process where humans or other organisms “distribute their behavior in relation to the rate of reinforcement for response alternatives” (Mace, 1990: p. 197). It gives an understanding about the appearance and the termination of a work contract under uncertainty. Employees strive for those positions which match best with their capabilities that correlate with appropriate wages. Employers tend to fill positions, so that they can maximize their benefit (Henneberger and Sousa-Poza, 2002: p. 28). Employee’s productivity in a particular job is not known in advance but rather appears precisely as the worker’s job tenure increases (Jovanovic, 1979). The benevolence of a “match” reveals in the course of the employment relationship. Therefore younger employees launch an experimental stage at the beginning of their professional life, where they gain experiences and diminish lack of information. In this context, job mobility can be understood as a mechanism for correcting matching failures (Henneberger and Sousa-Poza, 2002: p. 28).

Equity Theory

Equity theory, also known as justice theory, was developed by John Stacey Adams in 1963 and can be categorized in job motivational theory. It proposes that individuals determine whether the distribution of resources is fair to both relational partners (Brinkmann&Stapf, 2005: p. 26). In organization, the Equity theory of employee motivation describes the fair balance to be struck Turnover Intent between an employee’s inputs, such as hard work, skill level, tolerance or enthusiasm and an employee’s outputs, such as salary, benefits or intangibles issues. Justice is existent, when inputs and outputs are fairly distributed among the participants, whereas the impartial criteria of the situation are less important than the way, how individuals

estimate the value and the relevance of the inputs and outputs of the different participants (Brinkmann&Stapf, 2005: p. 26).

Thus, a highly motivated employee perceives his rewards to be equal to his contributions. He will judge to be treated fairly, when he feels that he is working and being rewarded at about the same rate as his peers. It should be emphasized that factors can affect each person's assessment and perception of their relationship with their relational partners differently; hence every employee does not measure his contributions in the same way. Based on the Equity theory, if an employee perceives the distribution of resources as unfair, then turnover intent will emerge.

Organizational Equilibrium Theory

Barnard provided a systematic framework where he discussed human motivations that are involved in the decision to belonging, which is also known as the organizational equilibrium. He argued that "the equilibrium of an organization means the capacity to maintain efficiency of an organization" (Mano, 1994: p. 17). Organizations are dependent on the continuity of participants' contributions and in order to maintain this, organizations have to offer equitable inducements. Thus Barnard's specific evolution is the decision to participate, in other words Turnover Intent "balancing of burdens by satisfactions which results in continuance" (Barnard, 1938: p. 57).

According to Barnard (1996), if the personal sacrifice is bigger than the inducements he gets, then the person will withdraw his contributions and will leave the company. Simon extended Barnard's theory into the Barnard-Simon Organizational Equilibrium theory, which builds on Barnard's observations. Simon argued that the achievement of

organizational equilibrium contains the condition that the sum of contribution of all employees ensures the kinds and quantity of necessary inducements (Mano, 1994: p. 18). However, Mano did not consider the functions of the organization, such as the process of creation, transformation or exchange of utilities where Barnard also placed his emphasis (Mano, 1994: p. 26).

The theories mentioned above may affect employees turnover into major three theoretical phases according to employee-organization socialization. Rice, Hill and Trist (1983), see the socialization as three identifiable phases; Induction crisis, which occurs in the early stages of employment. This is a period of high potential turnover when the strains and stresses of the new jobs are at the highest point. Few group bonds have been formed and the person –work relationship is still fragile. The differential transit, when the employee begins to feel familiar with the job and co-workers. The person-work relationship has developed and the person is less likely to leave in this period. Settled connection, when the person-work relationship is stable and satisfying and employee is fully integrated into the working group.

2.3 Literature Review from Earlier Studies

2.3.1 Relationship Between Job Satisfaction and Employee Turnover

Past researches have stated that job satisfaction is related to individual reactions of work environment (Abdel-Halim, 1984; Choo, 1986; Rasch & Harrell, 1990). It has been found that there is a relationship between job satisfaction and turnover intention. Similarly, Schoeder, Harrel and Stahl (1984) pointed out that previous literature review in job satisfaction and turnover shows that an individual who experiences relatively low job satisfaction has an intention to change their job. The belief that satisfied employees are more productive than dissatisfied employees has been

a basic tenet among managers for years, though only now has research begun to support this theory after decades of questions about job satisfaction-performance relationship (Judge, Thoresen, Bono & Patton, 2001).

2.3.2 Employee Turnover

However, organizations also have a responsibility to provide employees with jobs that are challenging and intrinsically rewarding (Robbins & Judge, 2007). According to McCormick and Ilgen (1985), there are many previous researchers that support the relationship between job satisfaction and turnover. One of it, from Spencer and Steers (1981) in which they found that there is a strong negative relationship between job satisfaction and turnover of the hospital employees who are relatively low performers. Also, Mowday, Porter and Steers (1982) also found that job satisfaction is consistently and negatively related to turnover. Similarly, Jackofsky and Peter (1983) in McCormick and Ilgen (1985) have another opinion on the relationship between job satisfaction and turnover intention. They argued that the employee would leave the job because of dissatisfaction based on belief that there are another opportunities available at the jobmarket. Data from a sample retail employees' in south western cities confirmed this prediction. Schermerhorn, Hunt and Osborn (2000) stated that job satisfaction can affect turnover decision by workers to terminate their employment. They also agreed that dissatisfied workers are more likely than satisfied workers to quit from their job. The first is to join and remain in an organization and the other is to work hard in achieving high performance.

Moreover, Rumery (1994) noted observations done by Lucas, Atwood and Hagaman (1993) who reported that factors such as age and job satisfaction are good predictors of

the turnover intention of the workers. Studies have also shown that intention to turnover can be used to predict future turnover. Muchinsky and Tuttle (1979) found that the relationship between job satisfaction and turnover is negatively related. However, he still believes that the relationship between satisfaction and turnover is also limited by economic condition (Muchinsky, 1993). Lawler (1994), also share his opinion through his observation. Moynihan, Boswell and Boudreau (1998) argue that several studies (Hulin, 1991; Mobley, 1977; Porters & Steers, 1973) found that negative work attitudes play an important role in model of turnover. Meanwhile, job satisfaction will cause the turnover cognition and the intention of employee to escape from work environment. Moreover, two-meta analysis found that job satisfaction and turnover are negatively related (Tett & Meyer 1993; Griffeth & Hom, 1995). Spector and Jex (1991) in Valentine (2001) observed that job satisfaction and turnover intentions were negatively related among a sample of state civil service employees.

Furthermore, the outcome of research by Moynihan *et al* (1998) found that the intention to leave the job is negatively correlated with job satisfaction (-0.70). The evidence from United State's School suggests that school with higher coverage satisfaction among teachers also have higher retention rates (Malkovich & Boudreau, 1997). Based on the literature discussed above, it can be concluded that there is a strong negative relationship between job satisfaction and turnover. Therefore, the hypotheses can be concluded that there is a negative significant relationship between job satisfaction and employee turnover.

2.4 The Synthesis of the Chapter

This chapter has discussed the literature review both theoretical and early studies relating to this research study. The chapter deeply did explore the theories underpinning

job satisfaction and employee turnover for better understanding of the two variables understudy. Early studies on the relationship between job satisfaction and employee turn over have explored though do not clearly show if there is a standard reasons why people leave organization. They have not developed a comprehensive set of casual variables such as demographic variables, controllable and uncontrollable variables such as those I have suggested in conceptual frame work of this research study. Moreover, many studies do not show the general turnover rates in the workforce.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter dwells on the methodological issues that are related to the current study. It focuses on research design, population of the study or the units of inquiry, section three focuses on sampling design, sample size, and sampling procedures. Also, it represents method of data collection, and data coding, editing and entry of data, data analysis and processing of data and results interpretation.

3.1 Research Design

This study adopted a case research design in which four secondary schools were studied. Four secondary schools out of two hundreds eighty three schools were chosen. These schools were Uhuru secondary school and Buhangija secondary school both from Shinyanga Municipal council, while from Maswa District council Mwagala secondary school and Lalago secondary school were selected as a case study of the present study.

This case study enabled a thorough study of a unit over a range of variables such as co-education, Government owned schools, Private owned schools, Boarding schools and Day scholars, and geographical location of the schools. Uhuru secondary school and Mwagala secondary school represented the Government owned schools, while Buhangija secondary school and Lalago secondary school represented the private owned schools. On the another side, Uhuru secondary school and Buhangija secondary school were representative of the urban located secondary schools, while Mwagala secondary school and Lalago secondary schools were representative of rural located secondary schools.

3.2 Population of the Study

The population for this study consists of employed teachers of secondary schools in Shinyanga Region. The schools selected were Uhuru secondary school, Buhangija secondary school from Shinyanga Municipal council, and Mwagala secondary school, Lalago secondary school from Maswa District Council as listed in Table 3.1 and Table 3.2.

Decision makers on secondary education as used in this study are Two Officers from the Regional Education office (REO), Municipal Mayor (MM), Municipal Executive Director(MED), Municipal Human Resource officer (MHRO) Municipal Education Officer, (MEO) The chairperson of District council (CP), District Executive Director (DED), District Human Resource Officer (DHRO), District Education Officer (DEO), Two councilors, and two private schools owners. Table 3.1 shows the summary of units of inquiry.

A target population is the theoretically specified aggregation of study elements. It is translating the abstract concept into workable concept. Moreover, target population is the complete group of specific population element relevant to the research project. In this regards, teachers of secondary schools in Shinyanga Region and other decision makers on secondary education were the target population. The sampling unit was secondary schools in Shinyanga region, Source list-sampling frame to create a sample design is a report collected from Shinyanga Region Education office, the report which comprises of total schools in the region by Districts, which comprised both public schools, private schools, day scholars and boarding schools, single sex schools and co-education schools and the number of Teachers in each district of Shinyanga region, the

size of the sample is efficient because it took small sample which is representative and reliability, more so it was flexible.

Table 3.1 Shinyanga Regional Secondary Schools and Number Of Teachers.

District	Type of school ownership			Number of Teachers		
	Public	Private	Total	Public	Private	Total
Shinyanga municipal	17	06	23	315	88	403
Shinyanga rural	26	01	27	297	13	310
Bukombe	24	02	26	240	25	265
Kahama	42	10	52	445	139	584
Kishapu	26	02	28	255	13	268
Maswa	35	02	37	283	41	324
Meatu	23	-	23	223	-	223
Bariadi	63	02	66	532	8	540
Total	257	25	282	2590	327	2917

Source: Shinyanga Regional Education Office: 2012

The population of the study on the school teachers made a total of 99 teachers from four selected secondary schools. The actual sample size from these four secondary schools was almost one third (0.32) of 99 teachers from four selected secondary schools population. While the actual sample size is 0.01 of 2917 teachers' population of all secondary schools in Shinyanga Region as it is shown in table 3.1, 3.2 and 3.3.

Table 3.2 Schools Teachers.

Council	Secondary schools	Names of secondary schools	Ownership of schools	Number of Teachers	Teac Total
Shinyanga MC	23	Buhangija,Buluba,Busulwa,C hamaguh, Ibinzamata,Kizumbi,Kolandoto,Ndala, Komclass,Masekelo,Mazinge, Town, Mwamalilil,Mwasele,Mwawaza,Usule, Ngokolo,old Shinyanga,Rajani,Uhuru, Uzugole,Usanda,Mumbu Muslim.	17 GS 06 PS	315 88	403
Maswa DC	37	Nyalikunga,Mwakaleka,Binza ,Mataba, Ng'wanza,Ng'uhumbu,Malam paka, Kadoto,Shishiu,Buchambi,Ipil ilo,Badi, Mwandete,Lalago,Masela,Seng'wa, Isanga,Mwamanenge,Masumbi,Itule, Sangamwalugesha,Majebele,Kulimi, Ng'wigwa,Miragara,Budekwa ,Jija, Masanwa,Bushashi,Sukuma, Mwasai, Kinamwigulu,Nyabubinza,Zebeya, Nguliguli,Senani,Maswa girls.	GS 35 PS 02	283 41	324
Total	60		60	727	727

Source: Shinyanga Regional Office – 2012

Table 3.3 Selected Schools for the Study

District	Secondary schools	Names of schools	Ownership	Number of Teachers
Shinyanga MC	01	Uhuru,	GS	32
Shinyanga MC	01	,Buhangija	PS	26
Maswa DC	01	Mwagala,	GS	17
Maswa DC	01	Lalago	PS	24
Total.	04	04	04	99

Source: Researcher : 2012

Table 3.4 Population of the Study: Decision Makers.

RE O	M M	ME D	ME O	MHR O	C P	DE D	DHR O	DE O	Councilors	Private ownership	=
02	01	01	01	01	01	01	01	01	04	04	18

Source: Researcher 2012

3.3 Sampling Procedures and Sample Size

Study sample was obtained from four secondary schools out of two hundred eighty two secondary schools of Shinyanga Region, and fifty respondents from the population of the study. Two methods of simple random sampling, and Stratified sampling were used. The choice of the method took into consideration the demand of the study such as: Government owned schools, Private owned schools, co-education, single sex education, geographical location, boarding as opposed to day scholars, secondary schools Teachers and Education decision makers and stakeholders.

3.3.1 Sampling Techniques

Three sampling techniques were used. There are three sampling techniques used namely Stratified sampling, Simple random sampling, and Purpose sampling. Stratified

sampling was used to obtain schools of urban and rural areas, hence the selection of the Councils as organizations of the study. Simple random sampling was used to select secondary schools as units of study and teachers as respondents. In this design each participant had an equal chance of being selected. Purpose sampling was used to get respondents who are education decision makers and stakeholders. Participants were chosen on respect to their position and duties and responsibilities in their organizations.

3.3.2 Sample Size

The sample size of this study comprised 50 respondents, 32 respondents are common secondary school teachers who were obtained through simple random sampling from four secondary schools selected through stratified random sampling. Four (4) respondents were Head of selected schools, and 14 respondents are decision makers of secondary schools in Shinyanga Region. These were selected through judgmental sampling. Four secondary schools were selected through simple random from two Districts obtained through cluster sampling. Table 3.5 shows the sample size of the study.

Table 3.5 Sample Size

Institution	Category of respondents	Number	Percentage
Shinyanga MC	Schools 'teachers	16	32
	Heads of schools	02	04
	Decision makers	06	12
Maswa DC	Schools' teachers	16	32
	Heads of schools	02	04
	Decision makers	06	12
Regional Secretariat Shinyanga	REO Officers	02	04
	Total	50	100

Source: Researcher 2012

The sample size of this study was selected from Uhuru secondary school teachers and Buhangija secondary school teachers in Shinyanga Municipal. and Mwagala secondary school teachers and Lalago secondary school teachers in Maswa District council within Shinyanga region. The sample size is optimum. The parameters of this study interest was kept in view while selecting the sample size, the parameters of interests of this study were job satisfaction, employed teachers turnover, and education stakeholders in a selected four secondary schools from two Councils of Shinyanga region and budgetary constraint has been considered when deciding the sample size for this study.

3.3.3 Sampling Procedures

Three methods or techniques of sampling were selected: Simple random sampling, Stratified sampling technique, and Purposive sampling. The study sampled only 2 Districts out of 8 Districts of Shinyanga region. Districts of Maswa and Shinyanga municipal were selected randomly. The simple random sampling was done by writing the names of all 8 Districts in 8 separate small papers each with a name of one District, the eight small papers were put into a box. The box was shook several times and I randomly picked one paper which was written Maswa District Council. I did shake again the box and picked another paper which was written Shinyanga municipal council.

In each selected District I wrote all names of secondary schools were coded numbers 1-37 each code in its separate paper for Maswa District council. Public schools were written in a white colour piece of paper (1-35) and private schools names were written in a pink colour paper (36 & 37). The District has 35 public secondary schools and only 2 private secondary schools, totaling 37 schools. I put all 37 pieces of papers in a box

and I picked one piece of white color paper which gave me a name of Mwagala secondary school. The second time I picked one piece of pink paper and gave me Lalago secondary schools.

Shinyanga municipal council 23 secondary schools were coded alphabetically A-Y each code in its piece of paper, 17 codes were in white color while 6 codes were in pink color, all 23 codes containing names of schools I randomly picked one white piece of paper and gave me Uhuru Government secondary schools. And the pink color piece of paper gave me the name of Buhangija private secondary school. Table 3.6 shows the summary of selected Districts, selected secondary schools, and their number of teaching staff.

Table 3.6 Selected Schools

District	GS	PS	GS-Teachers	PS-Teachers	Total
Shinyanga MC	Uhuru	Buhangija	32	26	58
Maswa DC	Mwagala	Lalago	17	24	41
Total	2	2	49	50	99

Source: Researcher : 2012

In each selected school the Head of schools was asked to give me a list of names of all school teachers serially in a single paper. I did cut each name separately was put into the box, and I randomly picked 8 names of teachers to answer the questionnaire, the number of secondary school teachers are shown in Table 3.7.

Table 3.7 Number of Teachers Selected

District	GS-Teachers	PS-Teachers	Total
Shinyanga MC	8	8	16
Maswa DC	8	8	16
Total	16	16	32

Source: Selected by Researcher : 2012

Non-probability sampling technique (purposive sampling) items for sample were deliberately selected by the Researcher. Teachers were purposively selected from rural areas to urban areas within shinyanga region for intense study on the principle that they can be representative of the entire region. Employment tenure and occupation are considerable important in sampling hence the use of Quota sampling was inevitable because this type of sampling was very convenient and relatively inexpensive.

Stratified sampling was used because the population under study is not homogeneous group. Hence, it was divided into sub groups of job occupation, employment tenure (formed from common characteristics), the items from each stratum was selected randomly. The number of items to be selected from each stratum was subject to the proportion allocation under which the sizes of the samples from the different strata were kept proportional to the size of strata. 14 Decision makers were selected to answer the questionnaire, and interview questions for the study. Table 3.8 clearly elaborates the distribution of decision makers.

Table 3.8 Number of Selected Decision Makers from Two Districts

Institution	GS	PS	Total
Shinyanga MC	6	2	8
Maswa DC	6	2	8
Shinyanga Regional Secretariat	2	-	2
Total	14	4	18

Source: Researcher 2012

The total respondents for this study was as follows: Two officers from Shinyanga Region Education Office, Eight education decision makers in Shinyanga Municipal, and eight education decision makers in Maswa District Council. Sixteen secondary school teachers from Shinyanga Municipal, and sixteen secondary school teachers from Maswa District Council as shown in Table 3.9

Table 3.9 Sample for the Study

Institution	Decision makers	School Teachers	Total
REO Office	02	-	02
Shinyanga MC	08	16	26
Maswa DC	08	16	24
Total	18	32	50

Source: Researcher: 2012

3.4 Methods of Data Collection

This study used both primary and secondary data. Documentary sources such as relevant books, Journals, articles, official publications newspaper clippings, reports and seminar papers were used to present the facts and to substantiate the argument in order to secure secondary data. In respect to primary data, interviews and questionnaires were used as instruments to collect data.

3.4.1 Questionnaires

For purpose of this study, questionnaires were used for data gathering. According to Weirs (1988) there are specific benefits of using questionnaires: (1) the cost per questionnaire is relatively low; (2) structure information in the Questionnaires makes analyzing questionnaires relatively straightforward; and 3) Questionnaires give respondents ample time to formulate accurate response on a certain items in the questionnaire. In addition to this, participants may fail to return questionnaires which make it difficult to generalize from a sample to a population. This was not the case in this study because all respondents returned the questionnaires on convenient time.

The questionnaire used in this study was the adapted Minnesota Job Satisfaction Questionnaire. The choice was made because MSQ (Minnesota satisfaction questionnaire) has been used in many job satisfaction surveys, and Anderson (1982)

reports strong reliability and concurrent validity estimates. The MSQ was designed to examine the sources of work reinforcement and job satisfaction by evaluating 20 domains of job satisfaction. Appendices II: Job Satisfaction and Employee Turnover Questionnaire. [Developed by Dr. Montanus C. Milanzi (© Milanzi) in June 2012; but 20 items and the job satisfaction rating were adapted from the Minnesota Satisfaction Questionnaire (MSQ).

3.4.2 Documentary Reviews

In this tool of data collection, information in respect to certain subject were obtained from various available documents; however it was difficult to secure information to the documents which were categorized as confidential or top secret, as permission to access them was restricted. However, standing orders 2009, and Teachers service regulations were visited and they really gave important information to the researcher in making references on how teachers are supervised to the extent of giving them job satisfaction. Moreover, several Government circulars on employees establishments, Labour and employee relation were part of my documentary review for this study.

4.4.3 Interviews

The researcher in collection of data in the field conducted interviews to 18 respondents or interviewees who were purposely selected regarding to the nature of data needed. During the interview, 5 questions were asked to every interviewee; the responses were recorded and analyzed. Appendices III: Shows the interview questions which were administered to 18 interviewees. (To be filled by The Director, Region Education Officer, Districts Human Resource Officers & Education decision makers of secondary schools in Shinyanga region) Those who are shown in Table 3.4

4.4.3 Data Analysis

This chapter presents the findings from the study on the relationship between job satisfaction and employee turnover, results are presented, and analyzed. Analysis is based on objectives of the study as they have been stated in chapter one together with the reviewed literatures in chapter two. It is in this chapter where the Hypothesis is tested. Data analysis was done using The Statistical Package for Social Sciences (SPSS, Version 16.0) for statistical analysis. All the items, dependent and independent variables were coded before entered to Computer. Subsequently, Pearson Correlation Analysis was used to examine the relationship between independent variables job satisfaction, and dependent variables employee turnover. Further to this, Multiple Regression Analysis was done to determine the relationship between both dependent and independent variables.

Research questions have been answered using simple statistical methods such as measure of spread to show distribution, and central tendency. These findings are presented and discussed in the next chapters. The collected data were examined for the purposes of detecting errors and correcting them, this happened where the obvious errors such as an entry in the wrong place, and the missing replied in the interview questions by reviewing the other information in the interviewee schedule. I therefore assured that the data were accurate, consistent with other facts gathered, uniformly entered and properly completed. Out of 50 respondents there were only 04 respondents who were conducted for further clarification of their answers and they did accurately clarify their answers. Twenty Minnesota questionnaires were coded into six categories of job satisfaction FACETS. These FACETS are: Job itself, Pay, Promotion, Working colleagues, Operating procedure, and Working environment. The coding decision was

done during the designing stage of the questionnaire. Data which happened to have common characteristics were placed in one class of the above Facets. According to the nature of the collected data (descriptive characteristics) statistics of attributes method was considered to be the best way.

Data obtained from 20 questions were given to 50 respondents then extracted and presented into tables in most cases, and some were presented in pie charts and bar graphs. The use of tables, bar graphs or pie charts had no criteria, but researcher's preferences. Each question in the questionnaire had had two parts to respond: the employee's satisfaction rate and the employee turnover. Determination of the results in some questions did not consider the five levels of satisfaction in isolation. The levels in such case were grouped into two, taking 'satisfied' a dividing point between unsatisfied and satisfied. The two levels in the right hand of 'satisfied' and the two in the left, their percentages were added to determine the results.

CHAPTER FOUR

FINDINGS

4.0 Introduction

This chapter presents the findings from the study on the relationship between Job satisfaction and employee turnover, in this chapter, findings of the study are presented, and analyzed. The analysis is presented according to responses from questionnaires, interviews administered in the field, and secondary data sources. Analysis is based on the study objectives as they have been stated in chapter one, together with the reviewed literatures in chapter two.

4.1 Profiles of Respondents

The total number of respondents was 50 obtained from among teaching staff working in the selected schools and education stakeholders in the selected councils. Respondents are distributed in their gender, chronological age, marital status, tenure in numbers of years, and level of education.

4.1.1 Gender of Respondents

Table 4.1 shows that 64.2% and 35.8% of respondents are male and female respectively. This indicates that male respondents are more than female. This suggests that interviewed male are more likely to experience employment turnover than their counterpart female . This could be attributed to fact that male employee are less satisfied with their employee.(Give possible reasons for the like results)

Table 4.1 Gender of Respondents

Gender	Number of respondents	Percent
Males	35	64.2
Females	15	35.8
Total	50	100

Source: Field Data (2012)

4.1.2 Age of respondents

Findings in table 14 shows that 48% followed by 27% and 17% of respondents fall in the age category 32 – 60, 28-31, and 20-23 years. This indicates that the majority of them fall in the age category of 32-60 years. Therefore, this proposes that the majority have a long living experience.

Table 4.2 Age of respondents

Age group	Number of respondents	Percent
20 – 23	7	11.7
24 – 27	8	13.3
28 – 31	14	26.7
32 and above	21	48.3
Total	50	100

Source: Field Data (2012)

4.1.3 Marital Status of Respondents

Findings in Table 4.3 shows that 71.8% and 28.2% of interviewed employees are married and single respectively. Meaning that the majority of interviewed teachers are married. This propose that married employee are more likely to experience less employment turnover than single. This could be attributed to their binding family commitments and they become less flexible.

Table 4.3 Marital Status of Respondents

Marital status	Number of respondents	Percent
Single	14	28.2
Married	36	71.8
Divorced	0	0
Widowed	0	0
Total	50	100

Source: Field Data (2012)

4.1.4 Experience of Respondents

Findings show that 44%, followed by 40% and 16% of interviewed teachers have an experience of 7, 4-6, and 1-3 years respectively (Table xiii). This indicates that the

majority have an experience of seven years in their employment. Findings suggest that the majority are more likely to be satisfied.

Table 4.4 Experience of Respondents

Tenure in number of years	Number of respondents	Percent
1 – 3	8	16
4 - 6	20	40
7 – 20	22	44
Total	50	100

Source: Field Data (2012)

4.1.5 Education of Respondents

Results in Table 4.5 show that 48% followed by 32% and the minority 4% of respondents have attained diploma, bachelors and secondary level of education respectively. Meaning that teachers with diploma education are the majority compared to others in secondary schools. This proposes that diploma education is the pre-requisite requirement for teachers in secondary schools.

Table 4.5 Education of Respondents

Education	Number of respondents	Percent
Secondary	2	4
Diploma	24	48
Bachelors	16	32
Masters	8	16
Total	50	100

Source: Field Data (2012)

4.2 Factors that Trigger Job Dissatisfaction of Teachers in Secondary Schools.

The findings show that there are six factors that trigger job dissatisfaction of teachers in secondary schools in Shinyanga. These factors are the nature of job itself, job pay or compensation, Teachers promotion and advancement, relationship with co-workers, institution operating procedures and policies, and the nature of the working environment.

4.2.1 Job Itself

Findings show that 12 respondents out of 50 are not satisfied with the job itself. Findings in Tables 4.1a, 4.1b, 4.2a, 4.2b, 4.3a, 4.3b, 4.9, 4.10a, 4.10b, 4.13, Figure 4.1, 4.4 and 4.5 (see Appendices IV) show that a mean of 76% of interviewed secondary school teachers reported that they are satisfied with their job, as opposed to 24% who reported that they are dissatisfied with their job.

4.2.2 Pay or Compensation

The findings in Tables 4.5a, and Figure 4.3a (see Appendices IV) show that the average of 24% of respondents are not satisfied with the pay but only 10% report that they will quit the job. Alternatively 48% of respondents are satisfied with their pay and 76% will not quit their employment. Here again, the findings show that the majority of respondents are satisfied with the pay they are getting for their job.

4.2.3 Promotion

Findings in Tables 4.4a, 4.4b, and figure 4.2a (see Appendices IV) show that 50% of the respondents are not satisfied with the advancement, authority and promotion of their job but 65% of the interviewed secondary school teachers report of not quitting their job because of being dissatisfied with the promotion in their career. Promotion is therefore, has half of teachers respondents who are satisfied, and who are not satisfied with the way promotion and advancement are carried out in their institutions.

4.2.4 Colleagues

The findings in Tables 4.8a, 4.8b, 4.11a, 4.11b, 4.15a, 4.15b, 4.16a, 4.16b (see Appendices IV) show an average of 16% of the respondents report that they are not satisfied with the

relationship with their co-workers, and social status of their job but only 6% of them report to quit their job. This may be due to the influence of other satisfiers factors which contain them in the organization because 92% of the interviewed secondary school teachers report that they are satisfied with their colleagues status and 94% report of not quitting their employment.

4.2.5 Operation Procedure

Operating procedures is another factor for satisfaction or dissatisfaction, it entails system policies and practices, recognition, responsibility, human resource supervision and technical supervision. Findings from the field shows the respondents reactions as are presented in Tables 4.6a,4.6b,4.12a,4.12b,4.17a,4.17b,4.18a,4.18b (see Appendices IV) show a mean of 70% of respondents are satisfied with their organization operating procedures, hence 90% of the respondents report of not quitting their employment while 30% are not satisfied, but only 10% report to quit their employment. These findings reject the specific objective of the study, that the organization operating procedure is among the six factors that may trigger job dissatisfaction. The findings show that many teachers of secondary schools in shinyanga region are satisfied with their institutions operating procedures and polices, this factor therefore does not support the specific objective that operating procedures is among the factors that trigger job dissatisfaction of teachers in secondary schools in shinyanga region.

4.2.6 Working Environment

Employees working environment may adversely affect the behavior of the employee depending on how the environment is friendly or unfriendly, these may develop into job satisfaction or dissatisfaction respectively. Working environment has elements of

security, Variety of doing things, social services and physical aspects of the environment. Findings in Tables 4.14a, 4.14b, 4.19, 4.20a, 4.20b, Figure 4.6a (see Appendices IV) show the average that 70% of interviewed secondary school teachers report that they are satisfied with their working environment, and 88% of the respondents report of not quitting their employment while 30% of the respondents were not satisfied with their working environment but only 12% showed interest to quit their employment. The findings also reject the objective of the study, that working environment is one of the factors that may trigger job dissatisfaction of teachers on secondary schools in Shinyanga region.

4.3 The Effects of Job Satisfaction on Secondary School Teachers Employees Turnover.

The study wanted to examine the effects of job satisfaction on secondary school teachers employee turnover in Shinyanga region. Findings of the study show that there is no significant impact of job satisfaction on secondary school teachers employee turnover. Many respondents report that they are satisfied with their job. The Facet measure show that in all dimensions Tenets of Facet, respondents report that they are satisfied with them, only small number of respondents are not satisfied with their job but not all who are not satisfied think to quit the job.

Findings show that teachers who are satisfied with the job itself account 96% as opposed to dissatisfied 24%, however, not all 24% can quit the job, only 10% of the respondents report to think of quitting the job because they are not satisfied. 24% of the respondents are not satisfied with the pay and compensation but only 10% report that they may quit the job because of being not satisfied with the job pay. Alternatively 48%

of the respondents are satisfied with the pay, while the number of those who will not quit the job is greater (76%) Half of the respondents (50%) showed not satisfied with the promotion, but surprisingly those who reported not to quit their job was 65%. Again, 16% of the respondents reported that they are not satisfied with the relationship they get from their colleagues, but only 6% thought of quitting the job. 92% of respondents in secondary schools indicated that they are satisfied with social relations, but interestingly 94% of respondents reported of not quitting their job. This means that 2% of respondents were not satisfied but they could not think of quitting their job.

4.4 The Relationship between Job Satisfaction and Teachers Turnover

Findings show that there is no strong relationship between job satisfactions and secondary school teachers turnover in shinyanga region. Not all teachers who are not satisfied with their job can quit the job. Findings in table 4.6 show that there is a weak correlation between job satisfaction and employee turnover.

Table 4.6 Pearson Coefficient Correlation

	Job Satisfaction	Will not quit employment
Pearson correlation	1	.981 ^{xx}
N	50	50
	.981 ^{xx}	1
N	50	50

xx Correlation is Significant at the 0.01 Level (2-Tailed)

Coefficient Correlation shows the degree of linear relationship between Independent variable (Job satisfaction) and Dependent variable (employee turnover). “r” range from -1.00 to +1.00 The greater the “r” the higher relationship.

4.5 General findings

Findings show that 86% of respondents report that teachers turnover has been not a serious problem, 14% of the respondents said teachers turnover have been a serious problem in their institutions. This implies that there were no serious consequences in the last two years.

Teachers Satisfaction of the Job and Leaving the Work

Respondents in the interviews respondents were asked to give their views to the relationship between job satisfaction and teachers turnover, whether teachers who always left the working station were not satisfied by the job. Giving out their views saying YES or NO to the hypothesis, most respondents 89% said NO while only 11% said YES to the relationship. This implies that job satisfaction is not the factor for teachers to leave the job, rather, there are other factors attributing to this.

CHAPTER FIVE

DISCUSSION

5.1 Introduction

In this chapter, findings of the study are discussed. The discussion based on the analysis which has been presented according to responses from questionnaire, interviews and secondary data sources. More important, it is based on the study objectives. The main objective of the study is to investigate the relationship between job satisfaction and employees turnover among secondary school teachers in selected secondary schools in Shinyanga region. The Specific Objectives of the study are to find out the factors that trigger job dissatisfaction that can be responsible for employee turnover of secondary school teachers in Shinyanga region, To examine if an increase of job satisfaction among secondary school teachers can reduce employees turnover, and to find out if there is a significant relationship between job satisfaction and employee turnover .

5.2 Overview of the Findings

The present study measured the job satisfaction and turnover among secondary school teachers. The research instrumentation was a 20 items of questionnaire which was delivered personally to respondents. The questionnaires were designed to collect the following information;- 1) Personal Characteristics; 2) Components of Job Satisfaction (pay, promotion, the job itself, colleagues, working conditions and operating procedure); and 3) Employee turnover. The six factors of job satisfaction namely pay, promotion, the job itself, colleagues, working environment and Operating procedure were selected because there are the most common variables in the organization that will cause satisfaction of the workers.

5.3 Discussion

5.3.1 Discussion on the Factors that Trigger Job Dissatisfaction

The six factors of Facet measure find difficulty to measure in Tanzanian perspectives because the term satisfaction cannot be universally measured with a standard measure but it is seen as an individual perception. Perceptions are influenced by individual philosophy, as well as psychology. However, the facet factors combined with other factors may work in influencing job dissatisfaction leading to employee turnover.

The Nature of Job

The findings show 14% of respondents report that they are dissatisfied with their job, and only 10% reported that they will quit the job. This is equal to 0.4 relation, so it shows weak relation between the variables. This finding is supported by the work done by Masdia in Malaysia on job satisfaction and turnover intention among the skilled personnel in Triplic Berhad (Masdia, 2009). However there is a weak strength of the relationship because there are respondents who reported that they are not satisfied with the job 14% but they can not quit it. This is best explained by search Theory of turnover, that the employee imperfect knowledge of labour market variables requires the use of the so called reservation price for the search of employment alternatives (Morrell et al, 2001). It is seen as endogenously determined, suggesting that it depends on opportunities in the labour market (Morrell *et al.*, 2001: p. 23). For employees, search generates alternative positions or workplace outside the present organization, which can lead to actual turnover. Therefore job search was detected as an important precursor to quitting in several studies (e.g. Mobley *et al.*, 1979). Job search can also lead to the appreciation of one's present job after comparing it with the alternatives (Morrell *et al.*, 2001: p. 24).

Job Pay and Compensation:

The findings show that the pay is among the dissatisfies factors. Only 48% of the respondents are satisfied with their pay. But only 10% of them report to quit the job. Although the findings indicates that 52% of the respondents are not satisfied. Compensation therefore is not a factor for dissatisfies that may lead to employee turnover. The findings are supported by the Equity Theory of job satisfaction which suggests that if individual thinks there is inequality between two social groups, and the ratio between the input and output are not equal, he or she will not be satisfied with the current job. Jackofsky and Peter (19830) in their study of job satisfaction and turnover argued that the employee will leave the job because of dissatisfaction based on belief that there are another opportunities available at the job market. It is from this point that Pay cannot stand alone to be major factor for dissatisfies leading to employee turnover. Pay will therefore stay as a dependent variable towards other strong factors to institute employee turnover

Moreover, Alias and Young also found a recent study reported by Larson and Larkin (1999) stated that the 48% turnover in private facilities and 13% in public-operated group home has consistent and significant factor related to starting salaries. However, this finding does not support the Maslow's Hierarchy of Need Theory that the basic physiological need such as pay must be fulfilled first before moving to other needs. The pay factor has a low relationship with employee turnover. It indicates that secondary school teachers are more concerned of other job satisfaction factors. Wright (1991) reported that neither actual salary nor teacher's satisfaction with their salary was related to intention to quit teaching. This is supported by Connolly and Connolly (1991) based on the turnover survey and exit-interview data from 150 former employees. They found

out that three of the eight group respondents do not include pay among their top three reasons for turnover.

Promotion and Advancement:

The finding shows that promotion is a significant factor of employee turnover. 65% of the interviewed secondary schools teachers report of quitting the job because of poor arrangement of promotion and very low advancement. Also promotion indicates that there is low relationship between job satisfaction and employee turnover, 50% of the respondents are not satisfied with the system of promotion but they can not quit the job. This has been so because the majority of respondents their education level is Diploma, hence they find difficulty to change the career. This finding is supported by the Human capital theory of employee turnover which propounds that education and training are the most important investment in human capital. Learning capacity is closely related to earning level. Based on this theory, it can be assumed that organisation specific training has an inverse relationship to turnover intention. Moreover, Muchinsky (1993) in his studies on the relationship between job satisfaction and employee turnover, believes that the relationship between satisfaction and turnover is also limited by economic condition.

Colleagues:

Good relationship with co-workers, moral values, social status show a significant factor of job satisfaction and employment turnover in organization. 92% of the interviewed secondary school teachers report that they are satisfied with their colleagues and that 94% can not think of quitting the job. This finding is supported by the social exchange theory of job satisfaction that the employee always aims at maximizing benefits and minimizing costs. The exchange can be understood in terms of material and non

material goods from the co-workers. Cotton and Tuttle (1986) in Fisher et al. (1993) indicated that the employees who are more satisfied with their job as a whole (pay, promotion opportunities, the nature of the work, supervision and co-workers) are less likely to leave the organisation.

However, this finding does not support the Maslow's Hierarchy of Need Theory that the basic physiological need such as pay must be fulfilled first before moving to other needs. The findings are consistent with Frederick Herzberg's Two-factor theory (also known as Motivator Hygiene Theory) attempts to explain satisfaction and motivation in the workplace.

Operating Procedures:

System policies, practices, recognition, responsibility, human resource supervision and technical supervision are major important factors of the relationship between job satisfaction and employee turnover poor operating procedures lead dissatisfied employees who may think of quitting their employment. Findings show that 30% of respondent are not satisfied with the way their organization run its business, but only 10% of the respondents think of quitting their job. The relationship here is 0.3. this shows that there is low relationship between the two variables. Similar findings was reported by Masdia (2001) in her research on the relationship between job satisfaction and turnover intention in Malasia, showing the results of correlation analysis ($r=-0.293$, $p<0.01$) for supervision in this study is significant, thus support the hypothesis that satisfaction with supervision is negatively related to turnover intention. The strength indicates very low relationship ($p=0.01$, $p<0.01$), therefore shows no relationship at all between supervision and turnover intention. Research done by Moynihan *et al.*(1998) found that the intention to leave the job is negatively correlated with job satisfaction

The evidence from United States school suggests that schools with higher coverage satisfaction among teachers also have higher intention rates.

This finding also was supported by Hatton and Emerson (1998) in Valias and Young (2000) that job satisfaction level was lower for workers who are dissatisfied with their supervisors. Apart from that, some researchers found that supervisor support was the best predictor of job satisfaction and intention to quit (Munn *et al.*, 1996). Similarly, Hatton and Emerson (1998) found that low levels of supervisor support were associated with increased turnover. Strong (or weak) supervisor support has been shown to affect employees in several ways, because supervisors act as an agent of the organization in directing, evaluating and supporting their subordinates.

Working Environment:

Findings observed elements of employee security, variety of doing their work, social services and physical aspects of the working environment. 70% of respondents report they are satisfied with their working environment as opposed to 30% who report of not satisfied with their working environment but only 12% of them showed interests of quitting their job. If we take satisfied as the dividing point between the lefts (not satisfied and somewhat satisfied) which are negative, and the rights (very satisfied and extremely satisfied) which are positive; the sum of the lefts will be 42% against that of the rights which is 34%. This is what tells us that the number of respondents who are uncomfortable with the physical aspects of the working environment is greater than those who are satisfied. Whether the respondents would quit the job or not, the data as shown in table 20b revealed that 80% would not quit the job while 20% would quit. Here again unexpected results were observed. While 13 respondents said they were not

satisfied at all, only 10 respondents thought to quit the job. This means that, there **may** be supported by the settlement connection theory of employee turnover, that regardless of uncomfortable with the physical aspects of the working environment, the employee has already adapted with the environment.

5.3.2 Discussion on Effects of Job Satisfaction on the Employee Turnover

Job satisfaction show little effects on the employee turnover, instead it can only show the intention of turnover, because this is an individual behaviour.

Researchers such as Ajzen and Fishbein (1990); Igabaria and Greenhouse (1992) cited from Firth, Mellor, Moore and Loquet (2004); believed that intentions are the most immediate determinants of actual behaviour. The study found that, the more individual implemented behaviour to quit the more likely he/she will leave the organization. Gregory (2007) supported the idea that behavioural intention to quit has been found to be strong predictor of personal turnover across industries and theoretically is believed to be an important antecedent to turnover.

5.3.3 Discussion on the Relationship between Job Satisfaction and Employee Turnover

There is no direct relationship between job satisfaction and employee turnover. The six factors that have been identified to cause dissatisfies that may lead into employee turnover cannot stand alone to cause employee turnover, there should be other factors accompanied with them to be able to trigger job dissatisfaction of employee turnover. The factors alone cannot work in Tanzanian environment where there are many internal and external influences towards employee turnover. These other influences are education competencies, knowledge, social and economic status, geographical disparity,

ideologies. A good measure of relationship between the two variables like this is “r” range is -1 to +1. In this study $r = 0.01$, hence low or no relationship, neither positive nor negative relationship. This findings contradict Past researches have stated that job satisfaction is related to individual reactions of work environment (Abdel-Halim, 1984; Choo, 1986; Rasch & Harrell, 1990). It had been found that that there is a relationship between job satisfaction and turnover intention. Similarly, Schoeder, Harrel and Stahl (1984) pointed out that previous literature review in job satisfaction and turnover shows that an individual who experiences relatively low job satisfaction has an intention to change their job.

5.4 General Discussion

There are differences in turnover based on biographical variables such age ,working tenure, gender, education level, and personal locus. Less working tenure were more prone to turnover, young teachers rate to leave the job (seeking for green pastures) is higher than the old teachers who are subjected to compulsory retirement, female teachers leave their working stations for the reason that they follow their husbands, and those with higher level of education are mobile more than those with low level of education, looking for more employment opportunities which to their knowledge they hope will bring them more satisfaction.

The research done by Mobley, Horner and Hollingsworth (1978) on hospital employees found a negative relationship (-0.22) between age and turnover (Mobley et al., 1979). This findings also supported by George (1989) and Lucas *et al.* (1993) in Rumery (1997) which shows that age is negatively related to the intention to turnover. The result indicated that older workers have lower intention to leave. Salmon, Crews and Scanlon *et al.* (1999) found that the younger nurses are more likely to resign. Furthermore, Neri

(2000) in her article stated that there is a difference in turnover intention based on age groups. The older workers show lower rate of turnover intention and higher level of job satisfaction than younger workers. Cotton and Tuttle (1986) in Fisher et al. (1993) said that the longer the workers stay at an organization, the lower the turnover intention.

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENTATIONS

6.0 Introduction

The chapter contains summary of findings, concludes the findings of the study by showing the significance of the research, practical implications to the organization, limitation of the research and recommendations for future researches.

6.1 Summary of Findings

The findings show that there are six factors that trigger job satisfaction to employees. These factors are Job itself, Pay, Promotion, Colleagues, Operating procedure, and working environment. That these factors have effects on employee job satisfactions in different degrees. The findings show that, these Facet independently cannot affect job satisfaction but more than one factor can work better to bring job satisfaction. The findings also show that some employees are not satisfied with their job but they cannot quit the job because of a number of demographical variables such as Age, working tenure, Gender, Education level, and opportunity to get an alternative employment

6.2 Implications of the Results

The results show that the six factors can affect employee job satisfaction, but they cannot lead to employee turnover. The result shows that although some employees may not be satisfied but they cannot quit their job this implies that the demographical variables are considered when an employee decides to quit the job or not. Both FACET and Demographical factors are equally important variables affecting employee turnover.

6.3 Conclusion

6.3.1 Conclusion on the Factors that Trigger Job Dissatisfaction

This finding found a low relationship between the job itself, promotion in one side and the employee turnover or retention. The challenging job lead teacher to not thinking of quitting their job. Also when a teacher is given a promotion to be the head of school, academic master, for example, can no longer think of quitting the job although the pay has not changed.

It is concluded that the major factor for employee turned over is demographical factors such as age, length of service, personal locus, gender, and chronological age. Cotton and Tuttle (1986) in Fisher et al. (1993) said that the longer the workers stay at an organization, the lower the turnover intention. This supported by Greygon (1990) and George (1989) in Rumery (1987) who found a significant difference length of service as whither to quit or stay in the job.

6.3.2 Conclusion on Effects of Job Satisfaction on the Employee Turnover

This finding found little or no effects of the six facer of job satisfaction can influence employees to reach satisfaction or dissatisfaction towards their job but satisfaction or dissatisfaction hardly influence employee choice as whether to quit or stay in the job. There are other factors their influence the choice.

6.3.3 Conclusion on the Relationship between Job Satisfaction and Employee Turnover

The findings found that most of the teachers are aged 30 years and above and most of them have been working as teachers for more than seven years and above. The

findings suggests that there is a very low margin of relationship (0.01) or no relationship at all between the variables job satisfaction and employee turnover. Teachers do not quit their job because of not satisfied with their salary. This is supported by Connolly and Connolly (1991) based on the turnover survey and exit-interviewed data from 150 former employees. They found out that three of the eight group respondents do not include pay among their three reasons for turnover. From the study of Berry (1997), he said that one might think that pay is considered to be the most important component in job satisfaction.

6.4 Significance of the Research

The research conducted will help secondary schools and education decision making in determining the factors that contribute to the employee turnover of the secondary school teachers related to employee turnover. The valuable information generated from this study give a clearer picture to the organization regarding workers' concern of turnover. It can help the organization to generate some useful ideas during the human resource planning as an effort to increase the workers' satisfaction and decrease the workers' intention to leave.

Extensive Researches have shown that the following categories of human capital management factors provides a core set of measures that senior management can use to increase the effectiveness of their investment in people and improve overall corporate performance of business: Employee engagement, the organization's capacity to engage, retain, and optimize the value of its employees hinges on how well jobs are designed, how employees' time is used, and the commitment and support that is shown to employees by the management would motivate employees to stay in organisation.

6.5 Limitations of the Study

In assessing the relationship between job satisfaction and employees turnover of secondary school teachers in Shinyanga region factors such as time for visiting and discussing issues with secondary school teachers, financial, and low cooperation from respondents were the main constraints during this study which might have affected realistic information.

Moreover the study was restricted by the factors such as the researcher did not involve all Secondary school teachers, only randomly and purposively selected respondents were involved. In this study, only six factors of job satisfaction that influence the employee turnover were investigated, namely, pay, promotion, the job itself and operating procedure, colleagues and working conditions. Besides these factors, there might be other factors such as organizational commitment that can influence the employee turnover, which are not being considered in this study. There are only four variables from the demographic factors tested with employee turnover like age, job tenure, gender, education level. However, there are other demographic factors such as ethnicities, religious sects, geographical location that did not measure in this study. Furthermore, the results of this study might only be applicable to this particular Organization where the study was conducted.

6.6 Recommendation for Further Research

Based on the study findings and limitations, it is proposed that Organizations need to emphasize on the job satisfaction of their employees. All six FACET of job satisfaction should closely be maintained, but the demographical factors are considered whether an employee is going to quit the job or not. In order for the organization to retain its

employees, the FACET factors need to be handled alongside with the demographical factors.

Furthermore, future researches should emphasize more on human resource policies such as procedure of recruitment and selection. In future researches, more attention should be given to the direct and indirect influences on variables on intention to quit as opposed to the actual act of turnover. From the employer's standpoint, intention to quit maybe a more important variable than the actual act of turnover. If the precursors to intention to quit are better understood, the employer could possibly institute changes to affect this intention. However, once an employee has quit, there is little the employer can do except assume the expense of hiring and training another employee.

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APPENDICES

Map of Shinyanga Region



QUESTIONNAIRE 'A'

SECTION A: BACKGROUND OF RESPONDENTS

Please tick the most appropriate answer.

Sex

Male() Female ()

Age

20 to 23

24 to 27

28 to 31

32 and above

Marital Status

Single Married

Length of Service

1 – 3 years

3 6 years

4 7 years and above

Education Level

Secondary

Diploma

Degree

Master/PhD

SECTION: B

Please tick the appropriate answer according to what you personally feel about your work in a tailed statements 1 to 20. And tick to show if you will quit the work or not.

Job Satisfaction and Employee Turnover Questionnaire

[Developed by Dr Montanus C. Milanzi (© Milanzi) in June 2012; but 20 items and the job satisfaction rating were adapted from the Minnesota Satisfaction Questionnaire (MSQ

S/No	Minnesota Satisfaction Questionnaire (MSQ) Item	Job satisfaction statement	Job Satisfaction Rating 1 = Not satisfied 2 = Somewhat satisfied 3 = Satisfied 4 = Very satisfied 5 = Extremely satisfied					Employee Turnover: Will I quit the job? [1 = Yes; 2 = No]	
			1	2	3	4	5	1	2
1	Ability utilization	I have an opportunity to use my abilities							
2	Achievement	I have a feeling of accomplishment in my job							
3	Activity	I am always busy at work							
4	Advancement	I have an opportunity for promotion.							
5	Authority	I have a chance of being in-charge of others.							
6	Policies and practices	I like the way school policy is implemented							
7	Compensation	I am satisfied with the salary received as measured to the work performed							
8	Co workers	I enjoy relationship with co-workers.							
9	Creativity	I am flexible to try my own methods of doing job.							
10	Independence	I have an opportunity							

		to work alone							
11	Moral Values	I have opportunity to act in ways that do not go against beliefs							
12	Recognition	I get acknowledgement for a job well done							
13	Responsibility	I have freedom to use personal judgment							
14	Security	I have assurance with my employment security							
15	Social service	I have abilities to help others							
16	Social status	My career brings me respect in the community							
17	Human supervision	I enjoy relationship between employee and supervisors							
18	Technical supervision	I enjoy the technical quality of the supervision							
19	Variety	I enjoy the opportunity to do different things							
20	Working conditions	I am comfortable with physical aspects of the work environment							
Total Score									

QUESTIONNAIRE 'B'

(To be filled by The Director, Region Education Officer, Districts Human Resource Officers & Head of selected secondary schools in Shinyanga region)

The researcher is conducting a study on “**The relationship between Job Satisfaction and employee turnover.**” – Using selected secondary schools in Shinyanga region as case study. This information is for academic purpose only. In this regard therefore, you are kindly requested to answer the questions below so as to help the researcher to accomplish his academic requirement. The research is for academic and answers will be kept completely and entirely confidential.

(a) Fill your Name, job title and duration of stay in Shinyanga region/Secondary School

.....

(b) Can you kindly mention the factors which trigger turnover of secondary school teachers in shinyanga region?

.....

(c) Do you get serious consequences of turnover for the last two (2) years?

YES

NO

NO

If YES, explain.

.....

.....

.....

.....

(d) Do you think teachers who are always leave from their work station are not satisfied by their job? **YES** or **NO**

If **NO**, why are always missing?

.....

.....

.....

.....

i. Are there differences in turnover levels based on biographical variables such as age, gender, years of service and job level?

YES

NO

If YES, Mention those variables which are prone for turnover.

.....

.....

.....

(g) Are there differences in job satisfaction levels based on biographical variables such as age, gender, years of service and job level, education level?

YES

NO

If YES, Mention those variables which are prone towards job satisfaction

.....

.....

.....

This marks the end of this questionnaire.

Thank you very much for your cooperation.

Appendices IV: Tables and Figures

Table 4.1a: Opportunity to utilize the ability

Response	Respondents	Percent
Not satisfied	3	6.0
Somewhat satisfied	6	12.0
Satisfied	23	46.0
Very satisfied	12	24.0
Extremely satisfied	6	12.0
Total	50	100.0

Source: Field data (2012)

Table 4.1b: Employee Turnover

Response	Respondents	Percent
Quitting	7	14.0
Not Quitting	43	86.0
Total	50	100.0

Source: Field data (2012).

Table 4.2a: Achievement or accomplishment of the employ job

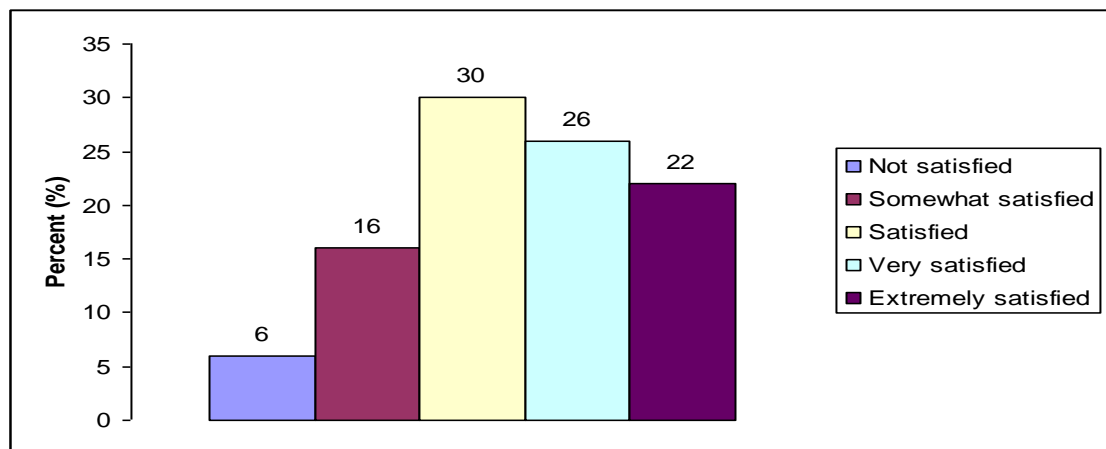
Response	Respondents	Percent
Not satisfied	4	8.0
Somewhat satisfied	12	24.0
Satisfied	19	38.0
Very satisfied	10	20.0
Extremely satisfied	5	10.0
Total	50	100.0

Source: Field data (2012)

Table 4.2b: Quitting the job (employee turnover)

Response	Respondents	Percent
Quitting	6	12.0
Not Quitting	44	88.0
Total	50	100.0

Source: Field data (2012)

**Figure1: Activities keeps employee busy**

Source: Field data (2012)

Table 4.3b: Employees' turnover

Response	Respondents	Percent
Quitting	6	12.0
Not Quitting	44	88.0
Total	50	100.0

Source: Field data (2012)

Table 4.4a: Employee have opportunities for promotion.

Response	Respondents	Percent
Not satisfied	10	20.0
Somewhat satisfied	9	18.0
Satisfied	13	26.0
Very satisfied	9	18.0
Extremely satisfied	9	18.0
Total	50	100.0

Source: Field data (2012)

Table 4.4b: Employee Turnover

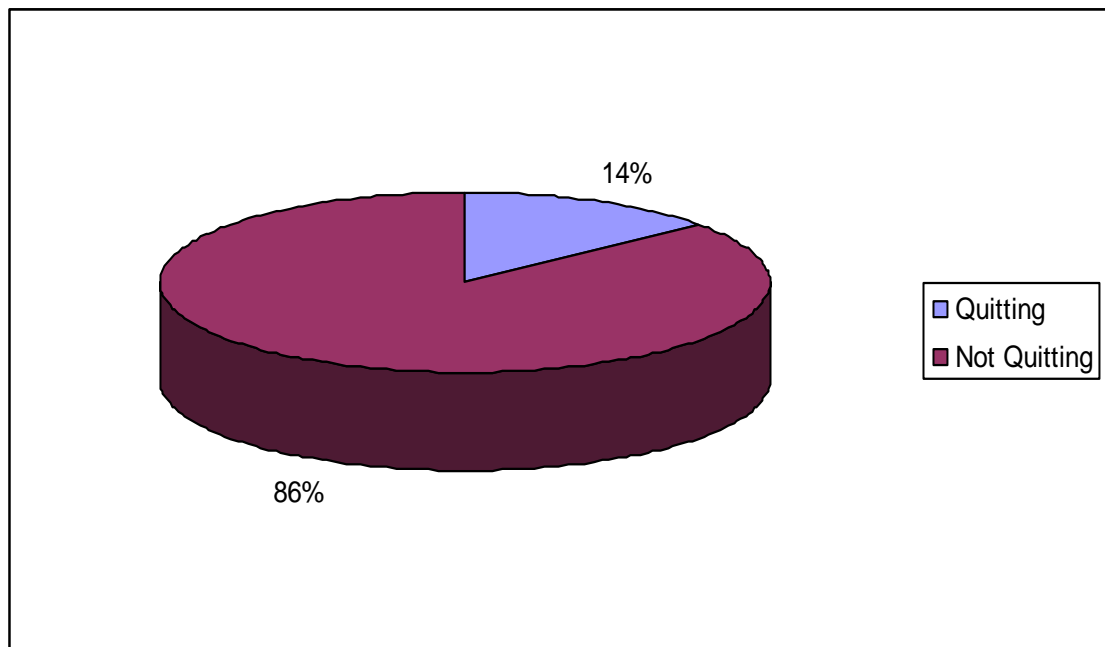
Response	Respondents	Percent
Quitting	10	20.0
Not Quitting	40	80.0
Total	50	100.0

Source: Field data (2012)

Table 4.5a: Employee have chance for authority to in-charge others

Response	Respondents	Percent
Not satisfied	7	14.0
Somewhat satisfied	12	24.0
Satisfied	12	24.0
Very satisfied	10	20.0
Extremely satisfied	9	18.0
Total	50	100.0

Source: Field data (2012)

**Figure 2: A pie chart showing Employees' Turnover**

Source: Field data (2012)

Table 4.6a: Like policies and practices

Response	Respondents	Percent
Not satisfied	8	16.0
Somewhat satisfied	11	22.0
Satisfied	14	28.0
Very satisfied	10	20.0
Extremely satisfied	7	14.0
Total	50	100.0

Source: Field data (2012)

Table 4.6b: Quitting the job (employee turnover)

Response	Respondents	Percent
Quitting	8	16.0
Not Quitting	42	84.0
Total	50	100.0

Source: Field data (2012)

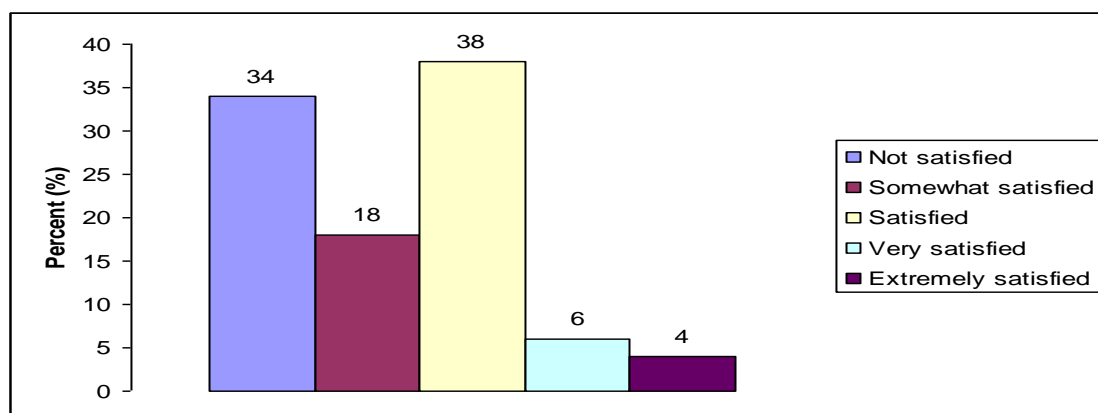


Figure 3: employees' satisfaction with the salaries they receive as measured to the work performed

Source: Field data (2012)

Table 4.7: Quitting the job (employee turnover)

Response	Respondents	Percent
Quitting	12	24.0
Not Quitting	38	76.0
Total	50	100.0

Source: Field data 2012

Table 4.8a: Employee enjoy relationships for co-workers

Response	Respondents	Percent
Not satisfied	1	2.0
Somewhat satisfied	5	10.0
Satisfied	15	30.0
Very satisfied	17	34.0
Extremely satisfied	12	24.0
Total	50	100.0

Source: Field data (2012)

Table 4.8b: Employee Turnover

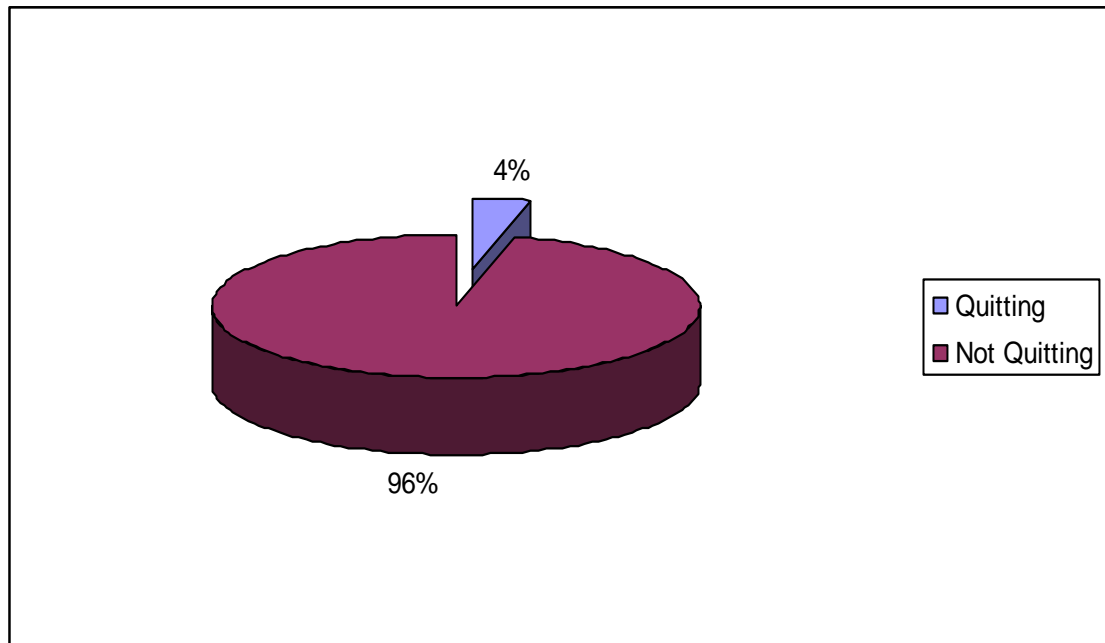
Response	Respondents	Percent
Quitting	4	8.0
Not Quitting	46	92.0
Total	50	100.0

Source: Field data (2012)

Table 4.9: Employee flexible on method creation for job

Response	Respondents	Percent
Not satisfied	3	6.0
Somewhat satisfied	11	22.0
Satisfied	13	26.0
Very satisfied	14	28.0
Extremely satisfied	9	18.0
Total	50	100.0

Source: Field data (2012)

**Chart. 4 Employee Turnover**

Source: Field data (2012)

4.4.10: Independently the employee can work alone

Table 4.10a: Independently the employ can work alone

Response	Respondents	Percent
Not satisfied	3	6.0
Somewhat satisfied	6	12.0
Satisfied	23	46.0
Very satisfied	12	24.0
Extremely satisfied	6	12.0
Total	50	100.0

Source: Field data (2012)

Table 4.10b: Employee Turnover

Response	Respondents	Percent
Quitting	4	8.0
Not Quitting	46	92.0
Total	50	100.0

Source: Field data (2012)

Table 4.11a: Acting in good moral and values

Response	Respondents	Percent
Not satisfied	5	10.0
Somewhat satisfied	7	14.0
Satisfied	14	28.0
Very satisfied	12	24.0
Extremely satisfied	12	24.0
Total	50	100.0

Source: Field data (2012)

Table 4.11b: Employee Turnover

Response	Respondents	Percent
Quitting	1	2.0
Not Quitting	49	98.0
Total	50	100.0

Source: Field data (2012)

Table 4.12a: Gets acknowledgement for job well done

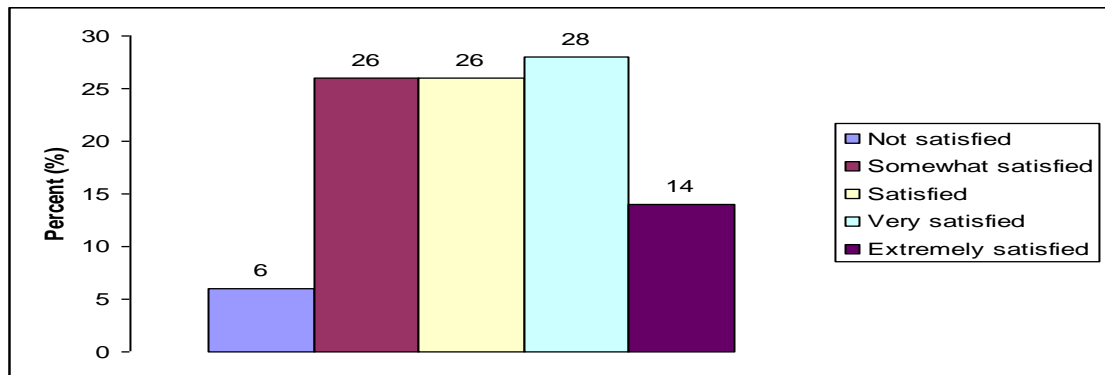
Response	Respondents	Percent
Not satisfied	9	18.0
Somewhat satisfied	4	8.0
Satisfied	14	28.0
Very satisfied	15	30.0
Extremely satisfied	8	16.0
Total	50	100.0

Source: Field data (2012)

Table 4.12b: Quitting the job (employee turnover)

Response	Respondents	Percent
Quitting	7	14.0
Not Quitting	43	86.0
Total	50	100.0

Source: Field data (2012)

**Figure 5: Freedom for personal judgment**

Source: Field data (2012)

Table 4.13: Employee Turnover

Response	Respondents	Percent
Quitting	3	6.0
Not Quitting	47	94.0
Total	50	100.0

Source: Field data (2012)

Table 4.14a: Assurance Employment Security

Response	Respondents	Percent
Not satisfied	3	6.0
Somewhat satisfied	10	20.0
Satisfied	15	30.0
Very satisfied	13	26.0
Extremely satisfied	9	18.0
Total	50	100.0

Source: Field data (2012)

Table 4.15a: Ability to help others as social services

Response	Respondents	Percent
Not satisfied	2	4.0
Somewhat satisfied	6	12.0
Satisfied	18	36.0
Very satisfied	15	30.0
Extremely satisfied	9	18.0
Total	50	100.0

Source: Field data (2012)

Table 4.15b: Employee Turnover

Response	Respondents	Percent
Quitting	2	4.0
Not Quitting	48	96.0
Total	50	100.0

Source: Field data (2012)

Table 4.16a: Career gives respect in the community

Response	Respondents	Percent
Not satisfied	4	8.0
Somewhat satisfied	4	8.0
Satisfied	23	46.0
Very satisfied	7	14.0
Extremely satisfied	12	24.0
Total	50	100.0

Source: Field data (2012)

Table 4.16b: Employee Turnover

Response	Respondents	Percent
Quitting	4	8.0
Not Quitting	46	92.0
Total	50	100.0

Source: Field data (2012)

Table 4.17a: Relationship between employees and supervisors

Response	Respondents	Percent
Not satisfied	4	8.0
Somewhat satisfied	9	18.0
Satisfied	14	28.0
Very satisfied	11	22.0
Extremely satisfied	12	24.0
Total	50	100.0

Source: Field data (2012)

Table 4.17b: Employee Turnover

Response	Respondents	Percent
Quitting	2	4.0
Not Quitting	48	96.0
Total	50	100.0

Source: Field data (2012)

Table 4.18a: Technical Quality Supervision of Supervisors

Response	Respondents	Percent
Not satisfied	5	10.0
Somewhat satisfied	8	16.0
Satisfied	16	32.0
Very satisfied	14	28.0
Extremely satisfied	7	14.0
Total	50	100.0

Source: Field data (2012)

Table 4.18b: Employee Turnover

Response	Respondents	Percent
Quitting	3	6.0
Not Quitting	47	94.0
Total	50	100.0

Source: Field data (2012)

Table 4.19: Enjoy to opportunity for doing different things.

Response	Respondents	Percent
Not satisfied	3	6.0
Somewhat satisfied	9	18.0
Satisfied	17	34.0
Very satisfied	13	26.0
Extremely satisfied	8	16.0
Total	50	100.0

Source: Field data (2012)

Table 4.20a: Comfort ability with the physical aspects of the working Environment

Response	Respondents	Percent
Not satisfied	13	26.0
Somewhat satisfied	8	16.0
Satisfied	12	24.0
Very satisfied	13	26.0
Extremely satisfied	4	8.0
Total	50	100.0

Source: Field data (2012)

Table 4.20b: Employee Turnover

Response	Respondents	Percent
Quitting	10	20.0
Not Quitting	40	80.0
Total	50	100.0

Source: Field data (2012)